All Children Can Learn to Read
Using the Science of Reading in the Classroom

Maggie Rowan on behalf of
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Groves Learning Organization

1 Groves Academy is a non-profit organization that transforms lives through education.

2 We have expertise in literacy, dyslexia, study skills, and teaching the process of learning.

3 We understand that proven effective reading instruction benefits all learners.

4 We are driven to impact as many students, clients, and educators as we can.

Our Mission

We build confidence, success, and purpose through transformative learning experiences.

Our Vision

To redefine the way our nation is taught, one student, one teacher, and one school at a time.

Our Values

Authenticity   Collaboration   Compassion
Discovery   Tenacity

Groves Academy

- 280+ students in grades 1-12 with dyslexia, ADHD, and/or other learning disabilities

Groves Literacy Partnerships

- Evidence-based literacy instruction
- School literacy partnerships

Groves Learning Center

- 1,000+ LD students from the community

2022-23 Partner Schools

73 Partner Schools   **500+** Classrooms

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Our Nation's
Reading Report Card

65% of our nation's 4th graders do not read proficiently.

34% do not have basic reading skills.

If a child with a reading difficulty is not identified by the start of 3rd grade….

there is only a 25% chance that that student will ever read at grade level in his public school career.

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In 2020, there are an estimated 44 million people in the United States that are unable to fill out an application, read a food label, or read a simple story to a child.

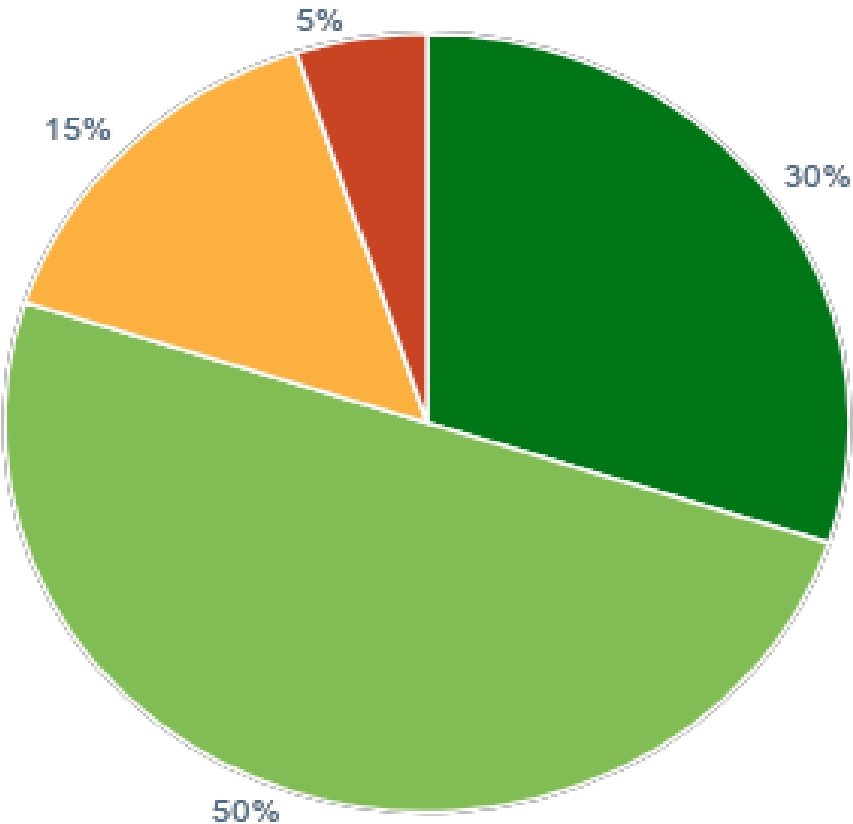(Ohio Literacy Resource Center 2022)

The gaps nationally between Black and Hispanic students and their white counterparts are now much greater in every grade (K-3) than they were before the pandemic.

(Amplify 2022)

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Most Students Can Learn to Read

With Proper Instruction, 95% of K-3 Students Can Become Readers

National Center for Education Statistics (2017); Reading Performance, NCES, Lyon, R. (2015); Groves Learning Organization

Skilled Reading

Good readers can:

- Recognize a word in 1/20th of a second

- Read 150-250 words per minute

- Learn new words very quickly

- Remember words they have learned

(National Center on Improving Literacy)

Wildly Important Goal (WIG)

Every student will be at, or above, grade level in reading:

RELENTLESS FOCUS ON LITERACY!

Objectives

1. Understanding the foundation of reading instruction

2. The Groves Literacy Framework®

3. GLP methodology including PAA

4. What we have learned from our data

Balanced Literacy

A **Macro** Linguistic Approach
- Theoretical science - observational science based on theories
- "…efficient reading does not result from the precise perception and identification of all elements [of the text], but from selecting the fewest, most productive cues necessary to produce guesses which are right the first time."
- Reading is a selective process involving partial use of available language cues.

(Kenneth Goodman, University of Arizona)

Balanced Literacy

Goodman's approach is the basis for how many schools teaching reading in America today.

The psycholinguistic guessing approach is in the following curricula:

- Lucy Calkins Readers and Writers Workshop
- Fountas and Pinnell's Guided Reading
- Basals purporting to embrace "balanced literacy" and leveled reading

Structured Literacy: Based on the Science of Reading

A **Micro** Linguistic Approach
- Cognitive lab science
- Ability to recognize many words "by sight" during fluency reading depends on phonemic awareness and the ability to map phonemes to graphemes.

(Ehri, 1996, 2014; Ahri and Snowling, 2004)

- Eye movement studies have shown that mature, proficient readers do not skip words, use context to process words, or bypass phonics in establishing word recognition.

(LETRS, 2019)

Simple View of Reading

Decoding (word recognition) ✗ Language Comprehension = Reading Comprehension

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

Scarborough's Reading Rope and the Simple View of Reading

Language Comprehension

Decoding
(Word Recognition)

Reading Comprehension

Many Strands Are Woven into Skilled Reading

Language Comprehension
- **Background Knowledge** facts, concepts, etc.
- **Vocabulary** breadth, precision, links, etc.
- **Language Structures** syntax, semantics, etc.
- **Verbal Reasoning** inference, metaphor, etc.
- **Literacy Knowledge** print concepts, genres, etc.

Word Recognition
- **Phonological Awareness** syllables, phonemes, etc.
- **Decoding** alphabetic principle, spelling-sound correspondence
- **Sight Recognition** of familiar words

increasingly strategic

increasingly automatic

Skilled Reading
Fluent execution and coordination of language comprehension and word recognition
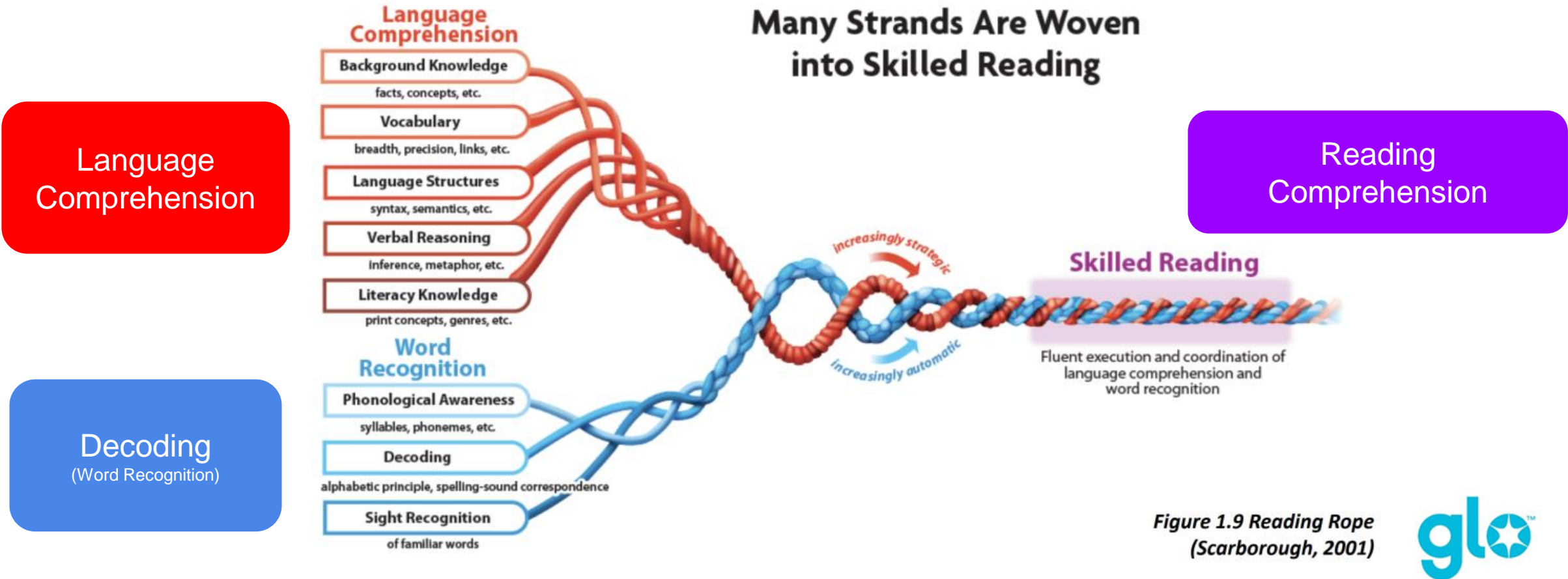
Figure 1.9 Reading Rope (Scarborough, 2001)

High quality instruction provided in the early years of school can prevent reading difficulties for many students.

(Mathes and Denton, 2002)

Characteristics of Good Reading Instruction

1. Direct and Explicit
2. Diagnostic-Prescriptive
3. Appropriate scope and sequence of skills that are developmentally-based
4. Sequential and Systematic
5. Multimodal

(National Center on Improving Literacy)

Five Strands of Reading

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

(National Reading Panel, 2000)

Phonemic Awareness, Phonics, and Fluency

Phonemic Awareness - manipulation of sounds in a word

Phonics - the rules of our language

Fluency - automaticity to fluency

Comprehension

Vocabulary + Background Knowledge = Comprehension (for typical learners)

ELA classroom curriculum

Understand how to align GM with classroom ELA program

Spelling

Proficiency in spelling actually supports reading.

(Moats, 2005/2006)

The 26 letters of the alphabet can produce approximately 44 sounds (phonemes) that are represented in 250 different spellings.

(Ball & Blachman, 1991)

Letter Formation

- Manuscript letter formation - Kindergarten and 1st grade
- Cursive writing - 2nd and 3rd grade
- It takes two years to automatize a handwriting process.

Automatized handwriting significantly improves not just the quantity of students' writing but also its quality.

(Graham et al, 2009)

In a controlled study of low-achieving first graders, manuscript taught in isolation improved reading

(Berninger et al. as cited in Wolf and Berninger, 2018)

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Groves Literacy Partnership Model

- Weekly Coaching in Tier 1 with Classroom Teachers (Grades K-3)
- Professional Learning particularly tailored to the science of reading for all teachers
- A curriculum that ties together Tier 1, 2, and 3 support, while matching it with Universal Assessment data
- Opportunities for teachers and schools to become Groves Certified Teachers and Partner Schools

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Prevention (Tier 1)

- Groves Method™ 30-minute whole class lesson daily
- Common Core State Standards
- Benchmark assessment
- Curriculum based assessment
- Data interpretation to support student success
- Teacher professional learning

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Intervention for Struggling Readers (Tier 2)

- Response to Instruction and Intervention Model
- Data driven interventions
- Small group targeted intervention in the classroom

- Small group pull out by an Intervention Specialist

- Progress Monitoring

Small Group Instruction

Provide targeted instruction to students

- Phonemic Awareness
- Reteach and practice concepts
- Fluency practice

Appropriate grouping of students - same needs

Center rotation of assigned activities for class
Activities based on SOR

Develop/clarify class expectations for quiet work
Avoid interruptions

Ultra High Risk Learners

- Students who score in the **1-2 percentile** on benchmark assessments are less likely to make significant growth during the year than other students in the high risk category.

- These students need immediate and intensive intervention to ensure that they demonstrate reading growth.

- We refer to this category of learners as **Ultra High Risk**.

- COVID has exacerbated this category of learners.

Intensive Intervention (Tier 3)

When data indicates that small group instruction and intervention pull out sessions are not closing the individual student gap.

- Is the targeted intervention appropriate and having impact?
- Should the frequency of instruction be increased?
- Would the student benefit from increased intervention time?
- Is the group size appropriate to meet this learner's needs?

Tier 2 and 3 services are in addition to whole group and small group instruction

Psychoeducational Assessment for All (PAA)

Students:

- K-3 learners in under resourced GLP partner schools
- Identified as high risk with their reading achievement
- Who have already received interventions

PAA Support:

- Complimentary psychoeducational assessment from the Groves Learning Center
- To help understand the child's profile
- To inform much needed specialized services

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Components to Groves Literacy Framework®

1. Literacy Curriculum

2. Data-Based Decision Making

3. Multi-Tiered System of Support (MTSS)

4. Professional Collaboration

5. Ongoing Professional Development

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Groves Method™ Literacy Curriculum for All

Tier 1 instruction:

- Developed for use in our partner schools
- Tier 1 whole class daily instruction
- Based on CCSS foundational skills
- Phonemic Awareness, Phonics, Fluency, and incidental vocabulary

- Groves coach provides guidance in integration with ELA curriculum

Tier 2 Instruction:

- Intervention Manual is included in classroom kit
- Detailed guidance for Small Group Instruction in class by teacher
- Detailed guidance for groups that are pulled out by Intervention Specialists

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Data Based Decision Making

- Benchmarking assessment 3 times a year
- Progress Monitor - high and moderate risk students
- Shaywitz DyslexiaScreen™ - high risk students

Data used to drive targeted intervention for struggling readers

Shaywitz DyslexiaScreen is a trademark of Pearson

Multi-Tiered System of Support

- Response to Instruction and Intervention Model
- Intervention begins in the classroom
- Intervention is layered rather than substituted

Provide appropriate intervention immediately

Provide for early identification of LD

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Professional Collaboration

- Weekly time for teacher collaboration
- Ability to meet and discuss student progress and needs during school hours
- Support from administrators

Ongoing Professional Development

- Literacy workshops and articles based on the science of reading, via online learning platform
- Continuous weekly classroom coaching visits that are unique to teachers' needs
- Monthly grade level meetings
- Groves Certified Literacy Instructor
- **Student success**

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Developing Knowledge of Science of Reading

Team Meetings

Monthly Team Meetings led by Coach
- Current academic research and articles on literacy
- Best practices instruction methods
- Assessments and interventions

Professional Development Courses

Two 4-hour Professional Development Courses
- Online, asynchronous courses
- Courses for Phase One and Two school staff
- 4 hours of professional development CEUs

Learning Management System

Teacher-friendly online platform
- Professional development
- Coaching videos
- Curriculum resources
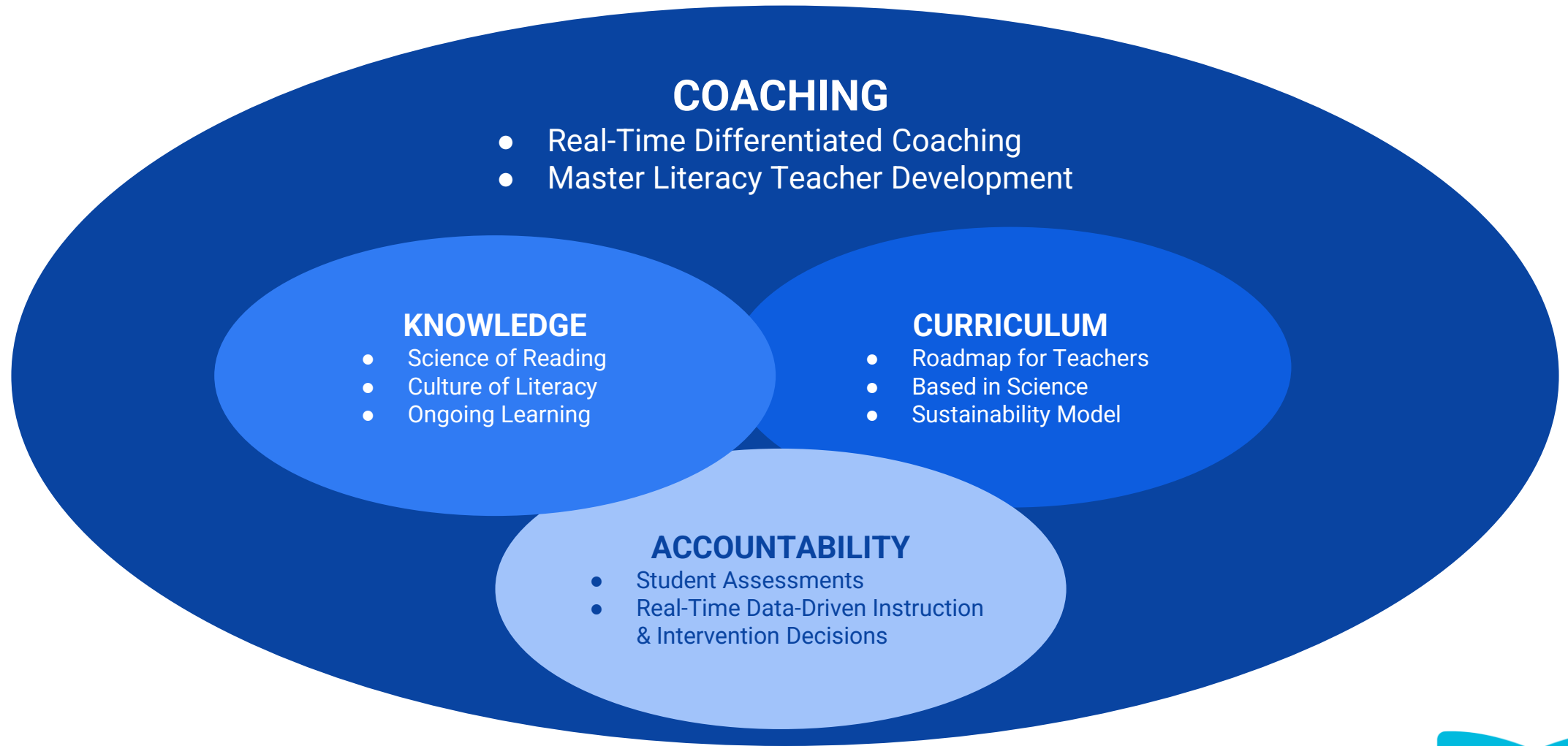
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Groves Certification

Groves Certified **Literacy Instructor**

- Complete assigned Professional Learning
- Teach curriculum with fidelity
- Attend team meetings

Groves Certified **School**

- 80% of K-3 faculty are Groves Certified Literacy Instructors

Why Coaching?

Research has found teachers successfully implement different amounts of what they learn from PD vs. coaching models

- 10% from traditional professional development

- 85-90% from a supportive coaching program

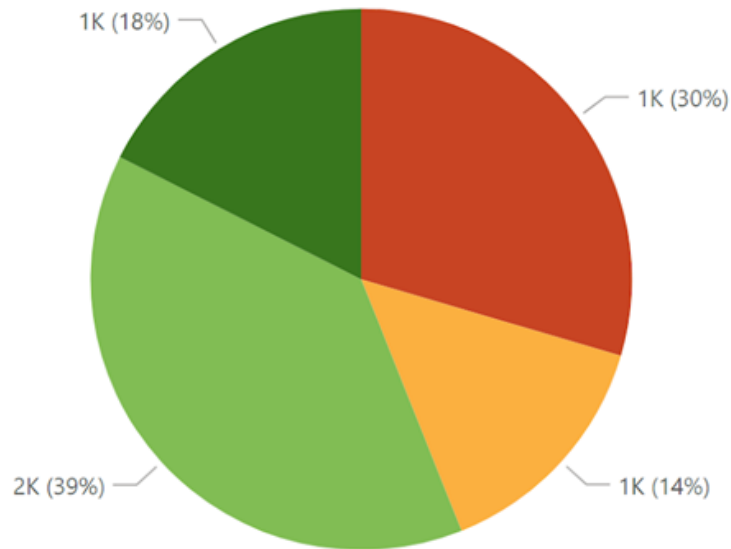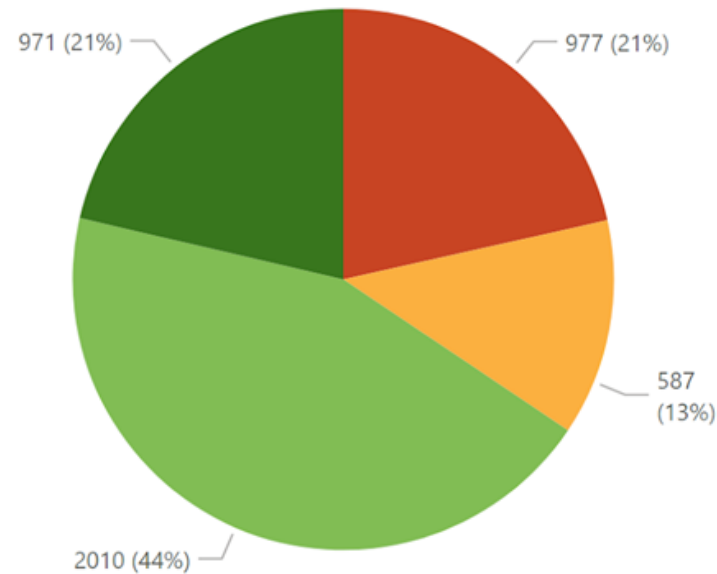(Bush, R., 1984 and Knight, J., 2007)

Spring 2022 Results
Oral Reading Fluency, All Grades

Groves Literacy Partnerships glo

Fall 2021 Results

- 1K (18%)
- 1K (30%)
- 2K (39%)
- 1K (14%)

● High Risk ● Moderate Risk ● At Grade Level ● Above Grade Level

Spring 2022 Results

- 971 (21%)
- 977 (21%)
- 587 (13%)
- 2010 (44%)

● High Risk ● Moderate Risk ● At Grade Level ● Above Grade Level

Rate of Improvement

Students with a Positive ROI

4400

Students with a Neutral ROI

40

Students with a Negative ROI

105

Oral Reading Fluency assessment data collected and analyzed using aimsweb®Plus. Students are only included in these charts if they were assessed in both the fall and spring.

Spring 2022 Data Highlights

- **33%** of readers in the high risk category for reading fluency in the fall were no longer high risk at the end of the school year.
- **42%** of first grade students were high risk in the fall and only **25%** were still high risk at the end of the year.
- **82%** of high risk students who tested in the 3rd-10th percentile in the fall made beyond the expected amount of growth and are closing their individual reading gap.
- **98%** of students who tested at high risk in the fall improved their reading speed and accuracy by spring.

Thank You

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