

# Transforming Foundational Literacy Knowledge for Students in Grades 3-8

Groves Literacy Partnerships  
MNSAA Presentation  
Presenter: Literacy Coach Maggie Rowan  
November 3, 2023



## Objectives for Session

- Identifying of intermediate students who would benefit from reading interventions
- State best practices in intermediate reading interventions
- Identify and navigate challenges of intermediate students not reading on grade level



**Reading is not natural:**  
*An Exercise in Empathy*



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### Review these 7 words.

bpm = the  
 jwg = boy  
 qv = in  
 bew = two  
 zqdmz = river  
 aie=saw  
 bpmg=they




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Now, that you have reviewed the words, try to read this 8 word sentence.

Sentence: **Bpmg  
 aie bew jwga  
 nqapqvy qv bpm  
 zqdmz.**

Sight Words:  
 bpm = the  
 jwg = boy  
 qv = in  
 bew = two  
 zqdmz = river  
 aie=saw  
 bpmg= they




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Let's suppose you have somehow persevered and you have been successful.

What does nqapqvy mean?

Sentence: **They  
 saw two boys  
 nqapqvy in the  
 river.**

Sight Words:  
 bpm = the  
 jwg = boy  
 qv = in  
 bew = two  
 zqdmz = river  
 aie=saw  
 bpmg= they




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# Current Opportunities with Reading Instruction



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## Our Nation's Reading Report Card

68% of our nation's 4<sup>th</sup> graders do not read proficiently.

37% do not have basic reading skills.

If a child with a reading difficulty is not identified by the start of 3<sup>rd</sup> grade.... there is only a 25% chance that that student will ever read at grade level in his public school career.



## Most Students Can Learn to Read

95% of students can LEARN TO READ when using instruction & programs based on the science of reading 



© A. Kiperian, Executive of Reading, Preventing, and Overcoming Reading Difficulties (October, 11, 2015)



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# Putting Things into Perspective

## The Toll of Minnesota's Instructional Casualties

**871,189** students are enrolled in Minnesota Public Schools

**48.3%** of students are not meeting achievement standards (420,784 students)

The line of these students standing hand-in-hand would stretch **240 miles** Rochester > Minneapolis > Duluth



Minnesota Report Card 2022 - Source: MN Dept of Education



# Key Question:

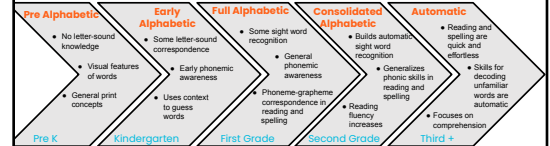
*Are students in grades 3+ meant to be learning to read or reading to learn?*



Think & Share



# Ehri's Phases of Word Reading




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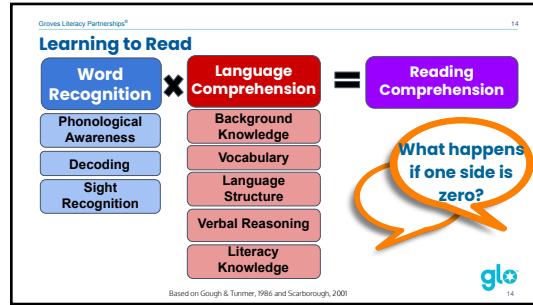
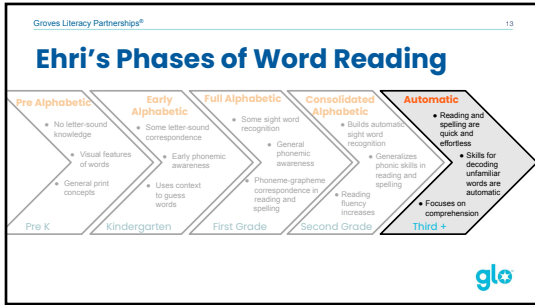
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## High Quality Literacy Instruction

- Provide explicit phonemic awareness and alphabetic decoding instruction
- Emphasize reading for meaning
- Implement many opportunities for students to read and write in meaningful ways with corrective feedback

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# Identifying Student Needs



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# Identifying Students

- Standardized Assessment
  - National
  - State
- Reading Benchmark Assessment
- Specialised Literacy Assessment



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# Standardized Assessments

- Minnesota Comprehensive Assessment
  - Does Not Meet
  - Partially Meets
- NWEA
  - Lower Achievement
  - Below the 31st Percentile



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## Reading Benchmark Assessment

- aimswebPlus
- FastBridge
- Dibels
- Acadience
  - Nationally normed
  - Includes oral reading fluency
  - Scores



## Additional Factors

- New students
- Multilingual Learners



## Specialized Literacy Assessment

- Within a structured phonics program for students
  - Reading
    - Automaticity
  - Spelling
    - Automaticity
  - Irregular Words
    - Automaticity




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### Assessment Features

- Sequential and systematic skill instruction
- Letters and Sounds
- Easier to harder
- Pinpoints both strengths and weaknesses




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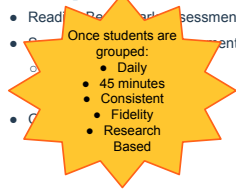
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### Grouping Students

- Reading Benchmark Assessment
- Once students are grouped:
  - Daily
  - 45 minutes
  - Consistent
  - Fidelity
  - Research Based




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### Review: Identifying Students

- Standardized Assessment
- Reading Benchmark Assessment
- Specialised Literacy Assessment




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# Reading Interventions: Best Practices



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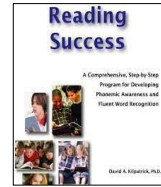
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## 1. Phonemic Awareness

- Definition
  - Why to include
- Amount of Time
- Resources
  - Tips for Success



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## 2. Phonics Instruction

- Definition
  - Why to include
- Review
- New Concepts



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### 3. Reading and Spelling Practice

- Definition
  - Why to include
- Related to new concept
- Concept questions
- Reading
  - Words
- Spelling
  - Build or Write



### 4. Fluent Reading

- Definition
  - Why to include
- Reading by student
  - Phrases, Sentences, Passages
- Vocabulary
- Reading by the teacher
  - Comprehension



### 5. Assessment

- Definition
  - Why to include
- Reading
- Spelling
- Review
- Progress Monitoring

Unit Assessment	
Student Name	Date
Total Number of Words Misspelled	
Number of Words	
Missed Word Counting	
Accuracy	(Number of Words Correctly of Total Number of Words Attempted)
If you substitute the dog for the table	100
The table was not touched	100
An invisible eye was behind	100
One night a letter from home	100
I just happened on the table top	100
The table looked as if it had to be pulled	100
Let me pretend to be dead	100
She was seated at the table the next morning	100
The dog will take the supper	100




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### Best Practices

- Phonemic Awareness
- Systematic Sequential Phonics Instruction
- Reading and Spelling Practice
- Fluent Reading
- Assessment



### Unique Challenges



### 1. Finding Time

- Non-negotiable
- Working with admin
- Daily class
- Collaborate with colleagues




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## 2. Student Emotional Response

- Get to know your students
- Multimodal instruction
- Appropriate content
- Celebrate successes
- Bring in fun



## 3. Reading Grade Level Textbooks

- Assistance with having text read to a student
- Audio books
- Scaffolded texts
  - Newsela
  - Rewordify
  - CommonLit
  - Readworks



# Groves Learning Organization & Groves Literacy Partnerships




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## Groves Learning Organization



- 1** Groves Learning Organization 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 Learning Organization

### Our School

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

### Groves Literacy Partnerships®

- Evidence-based literacy instruction
- School literacy partnerships

### The Learning Center

- 1,000+ LD students from the community




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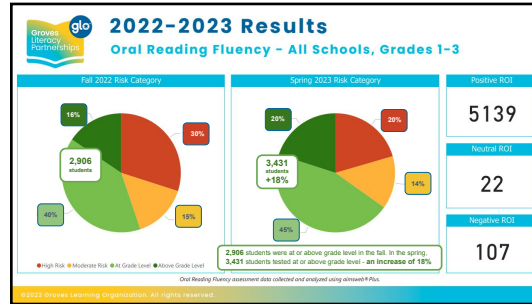


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### 2023-24 Partner Schools



80+ Partner Schools 550+ Classrooms



### Key GLP Statistics: Spring 2023

- 97.5% of students improved their reading speed and accuracy over the course of the year.
- One in three students who tested as high risk in the fall were no longer high risk by spring.
- 489 high/moderate risk students closed the gap and are now reading at grade level.



**32% of public school 4th graders were able to read proficiently** in Minnesota, a significant drop from 2019, (NAEP 2022)

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### Summary

- Identifying of intermediate students who would benefit from reading interventions
- State best practices in intermediate reading interventions
- Identify and navigate challenges of intermediate students not reading on grade level

#### Reflection Question:

What can you do for your students with these needs?



### Thank you!

If you have any questions, please feel free to email:  
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[glo@groveslearning.org](mailto:glo@groveslearning.org)



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