Transforming Foundational Literacy Knowledge for Students in Grades 3–8

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
Review these 7 words.

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

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

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
Current Opportunities with Reading Instruction

Our Nation’s Reading Report Card

68% of our nation’s 4th 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 3rd 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.

- 50% with explicit & direct instruction based on the science of reading
- 30% with any instruction
- 15% with additional time & support

Only 5% will likely continue to struggle
Putting Things into Perspective

871,189 students are enrolled in Minnesota’s public schools.

48.3% of students are not meeting achievement standards.

Ehri’s Phases of Word Reading

Pre Alphabetic
- No letter-sound knowledge
- Visual features of words
- General print concepts

Early Alphabetic
- Some letter-sound correspondence
- Early phonemic awareness
- Uses context to guess words

Consolidated Alphabetic
- Builds automatic sight word recognition
- Generalizes phonics skills in reading and spelling
- Reading fluency increases

Automatic
- Reading and spelling are quick and effortless
- Skills for decoding unfamiliar words are automatic
- Focuses on comprehension

Key Question:
Are students in grades 3+ meant to be learning to read or reading to learn?

Think & Share

10 Groves Literacy Partnerships®

12 Groves Literacy Partnerships®

Think & Share
Ehri’s Phases of Word Reading

- Pre Alphabetic
- Early Alphabetic
- Mid Alphabetic
- Full Alphabetic
- Consolidated Alphabetic
- Automatic

Learning to Read

Word Recognition
- Phonological Awareness
- Decoding
- Sight Recognition

Language Comprehension
- Background Knowledge
- Vocabulary
- Language Structure
- Verbal Reasoning
- Literacy Knowledge

Reading Comprehension

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
Identifying Student Needs

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

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

Groves Literacy Partnerships®

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

Review: Identifying Students
- Standardized Assessment
- Reading Benchmark Assessment
- Specialised Literacy Assessment

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

Time to begin small group lessons!
1. Phonemic Awareness
   - Definition
   - Why to include
   - Amount of Time
   - Resources
     - Tips for Success

2. Phonics Instruction
   - Definition
     - Why to include
   - Review
   - New Concepts
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
Best Practices

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

Once a student begins, they should complete the program.

Unique Challenges

1. Finding Time
   - Non-negotiable
   - Working with admin
   - Daily class
   - Collaborate with colleagues
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

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

We understand that proven effective reading instruction benefits all learners.

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

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
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.
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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