



GROVES LITERACY

Groves Literacy Partnerships

Groves Literacy is an evidence-based K-3 literacy model that enables all students to learn to read, illuminating the path to enhanced literacy.

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OVERVIEW

Groves Literacy Partnerships uses an evidence-based curriculum rooted in decades of literacy and brain research in order to help close opportunity gaps for students in Kindergarten to Grade 3. Interested and committed schools opt into the partnership, which supports a network of 70+ schools with implementing the Groves Literacy model. Partner schools integrate an explicit, systematic, multisensory, evidence-based curriculum that teaches reading fundamentals and addresses individual strengths and challenges.

Over the course of a three-year partnership, Groves provides schools with literacy curriculum materials, 30 minutes of weekly classroom coaching, lesson modeling and co-teaching, assistance with tracking progress, and ongoing professional development, with the goal of making each school site self-sufficient by certifying their own in-house literacy coach. This approach to sustainable literacy instruction helps develop reading and spelling skills for all students.



Groves also offers Intermediate Intervention for students beginning in Grade 4 who need reading intervention support.

[📄 Groves Literacy Partnership Overview](#) ▶ [An Introduction to Groves Literacy Partnerships](#)

What Makes This Model Innovative?



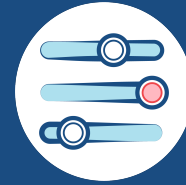
Rigorous Learning

Groves Literacy is grounded in the science of reading and provides foundational literacy skills critical to enabling comprehension and critical thinking.



High Expectations with Unlimited Opportunities

Groves Literacy is designed with targeted interventions so all students, regardless of their reading and writing struggles, can meet their goals and master foundational literacy skills.



Customization

Student learning is driven by their individual reading levels. When learners deviate from their goals, coaches and teachers respond with an intervention customized for the student.

DESIGN

Goals

Groves Literacy, which is rooted in the science of reading, helps students of all reading abilities. Groves believes that we have a moral obligation to democratize good literacy instruction for all students in our community and nation.

Mastery of Foundational Reading Skills

Students work every day to improve their foundational reading skills with the goal of becoming a fluent reader at their grade level, so they can successfully transition from learning to read to reading to learn.

Student Empowerment

Through mastery of foundational reading skills, students experience success across multiple contexts, while also building confidence and a sense of purpose that empowers them to unleash their brilliance in all aspects of life.

Experience

The Groves Literacy curriculum and framework are informed by decades of literacy and brain research with the goal of providing high-quality literacy instruction grounded in the science of reading. Classroom teachers lead students through a series of daily activities to help them build the skills they need to master foundational reading skills.

High-Quality Literacy Instruction

Groves Literacy uses an explicit, systematic, multisensory, evidence-based curriculum that teaches reading fundamentals in general education classrooms from Kindergarten through Grade 3. During the lesson, teachers implement fast-paced 30-minute literacy lessons with multimodal activities that change daily. Each day, students engage with 4–6 literacy activities, which include visual, auditory, and tactile and kinesthetic components, such as:

- Using magnetic boards with alphabet tiles to build words
- Skywriting or carpet writing to practice letter formation and sight words. This is coupled with saying the sounds aloud to build the connection between the letter and its sound.

Daily instruction also includes spelling, handwriting, writing, grammar, phonemic awareness, reading fluency, and incidental vocabulary development to help students build their foundational literacy skills. Lessons generally follow the same flow and format for 30 minutes each day:

- Warm-up activity with word games or phonemic awareness activities (3 minutes)
- Review of previously taught sounds, sight words, and morphology (4 minutes)
- Reading or spelling lesson focusing on weekly concept, including sight word development (10 minutes)
- Letter formation instruction and practice (3 minutes)
- Guided workbook activities (5 minutes)
- Independent workbook activities (5 minutes)

The schedule also includes 45 minutes of centers-based literacy activities and targeted intervention work for small groups of students.

Tiered Small-Group Instruction

In addition to the general lesson, the goal is for all students to receive additional daily targeted interventions via small groups (no more than 6) for approximately 10–15 minutes per group. During this time, the teacher uses a Groves Literacy intervention manual to provide additional support to these students. While small groups of students participate in intervention work, the other students in the classroom are engaged in literacy activities in centers that align with the scope and sequence of each grade level of the Groves Method. Before starting small-group instruction, teachers provide guidance to students on how to work independently in center activities, whether intervention or enrichment.

Teachers collect assessment data to group students based on skill level to ensure that they can customize the intervention work to the needs of each student. Student progress is continuously monitored and evaluated through informal observations, regularly occurring classroom assessment activities, and unit assessment tests. Student groups are regularly restructured based on the most current student data.

In the ideal implementation, all students in the classroom would participate in small-group instruction with their teacher: intervention groups, grade-level groups, and above-grade-level groups. Given the time and training it takes to build science of reading-informed teaching practices, many teachers in their first year of Groves Literacy implementation work only with intervention students, though the goal is for teachers to work with students of all levels including at- and above-grade level.

Supporting Structures

Groves Literacy can be integrated into an existing school model as a means of developing the fundamental reading skills that young learners need to succeed and thrive. Partnerships typically last 3 years, with the goal of creating a sustainable program for schools to continue teaching foundational literacy when the partnership ends. [📖 Groves Literacy Methodology](#)

Teachers implement the Groves Literacy Curriculum inside K-3 general education classrooms.



CURRICULUM, INSTRUCTION, & ASSESSMENT

Grove Literacy Partnerships developed an explicit, systematic, multisensory, evidence-based literacy curriculum rooted in the science of reading that teaches reading and writing fundamentals. Teachers are supported in their use of the curriculum by literacy coaches inside the classroom, who provide direct coaching to each teacher, as well as co-modeling and lesson planning support.

The curriculum features guided lessons for teachers, organized by units, featuring warm-up activities, word games, and workbooks for guided and independent practice, as well as tactile materials, such as magnet boards, that allow students to more fully engage with lessons.

Student progress is monitored regularly. Teachers use a benchmarking tool at three separate time points throughout the year to measure oral reading fluency growth. Teachers also use weekly assessments and unit tests to identify skill gaps and differentiate instruction.



SCHOOL COMMUNITY & CULTURE

Groves Literacy Partnerships requires a school-wide commitment to begin the partnership.

Because Groves Literacy is implemented during the school day in general education classrooms, and teachers receive 30 minutes of weekly coaching, teachers and administrators must explicitly support the partnership.

Adults across the school, including administrators, teachers, and certified literacy coaches, work together to ensure students are developing foundational literacy skills.

Groves Literacy requires professional collaboration and development. To implement the model, Groves Literacy teachers commit to:

- Weekly face-to-face classroom coaching
- Lesson modeling and co-teaching
- Assessing students at least 3 times a year to track student progress
- Ongoing professional development and collaboration



**ADULT ROLES, HIRING,
& LEARNING**

Groves Literacy Partnerships places certified literacy coaches inside each K-3 classroom, so coaches are also available to support each teacher's personal development as a literacy teacher, as well as build meaningful relationships with students.

Groves Literacy Partnerships also developed the Groves Certified Literacy Instructor certification process to support the program's sustainability. To become a Groves Certified Literacy Instructor, classroom and intervention teachers must meet several certification requirements including completing coursework, engaging in coaching and team meetings, and teaching the Groves Literacy Curriculum with fidelity. [📄 Certification Requirements](#)

Coaching support is also provided to intervention teachers leading small group instruction with struggling readers. These teachers are also eligible to complete the certification process. Specific professional learning geared to the interventionists is available.

Time must be set aside for daily foundational reading skills practice in each classroom.

Groves Literacy Partnerships recommends that children should receive 120 minutes of targeted literacy instruction each day, as informed by science on literacy development. Of these 120 minutes:

- 30 minutes is reserved for whole class lessons, which include the teaching of phonics, phonemic awareness, vocabulary, and handwriting.
- 45 minutes is dedicated to small-group instruction and centers-based activities. Students rotate through activities in the classroom, including dedicated time spent in a small group with the instructor.



**SCHEDULE & USE OF
TIME**

Groves Literacy Partnerships recommends that the remaining 45 minutes be used for other literacy-focused activities, such as reading comprehension, writing, and oral language skills.

While content and lesson flow are generally fixed, schools and classrooms have agency in grouping their activities. For example, a teacher may choose to lead the 30-minute lesson portion of the literacy block, then go to recess, and finish the remaining activities upon the class's return.



SPACE & FACILITIES

Groves Literacy is implemented inside the general K-3 classroom setting during the school day.

All of the Groves Literacy work, including small-group intervention activities, can be completed inside the general classroom. Activities require the use of materials that are often already in elementary classrooms, including carpets large enough for the entire class and kidney tables for small-group instruction.



TECHNOLOGY & INFRASTRUCTURE

To fully implement Groves Literacy, teachers must have a device and internet to access digital materials.

Groves Literacy provides a Learning Management System so teachers and interventionists can access resources, including:

- Videos on common lesson topics to help instructors familiarize themselves with the content
 - Unboxing curriculum kits so teachers understand the materials
 - Recordings of virtual trainings
 - Printable curriculum materials
-



BUDGET & OPERATIONS

Schools must plan to allocate funding for this model in the short and long term.

In order to implement the Groves Literacy model, schools must purchase the Groves Method Literacy Curriculum, as well as pay an annual fee for the weekly coaching of teachers. The curriculum is a one-time purchase with the exception of annual purchases of consumables, such as workbooks, which need to be purchased annually. Costs decrease significantly throughout the entirety of the partnership as an in-school coach is trained in a train-the-trainer model.

Funding may be available for interested schools in need.

IMPLEMENTATION

Supports Offered

Groves Literacy Partnerships requires a schoolwide commitment to implementing the model. School partnerships begin each fall and typically last for three years, with the goal to make each school site self-sufficient by certifying an onsite literacy coach in the building. [📄 Groves Literacy Partnerships Criteria](#)

Groves Literacy Partnerships

Cost Associated, Funding Available



Groves Literacy Partnerships shares their evidence-based literacy instruction and framework so all students can learn to read. As a part of the network, schools receive:

- Weekly classroom coaching for teachers
- Ongoing teacher and administrator professional development
- Access to the Groves Method Literacy curriculum

[Learn More](#)

Professional Development Workshops

Cost Associated



Groves Literacy Partnerships staff can provide one-hour professional development sessions for interested groups of teachers. Topics include:

- Science of Reading Overview
- Effective Reading Interventions
- Phonemic Awareness
- Sound Walls

Groves offers Continuing Education Units (CEUs) for participating in these sessions.

These professional development sessions are included in the Groves Literacy Partnerships, but are also available to educators not currently participating in the model.

[Get in Touch](#)

Online Certification

Cost Associated



Groves Literacy Partnerships offers online professional development courses that educators can participate in to earn CEUs:

- Essentials of Good Literacy Instruction
- Deeper Literacy Instruction
- Intervention (*coming in September 2023*)

[Get in Touch](#)

Reach

73

Schools

500+

Classrooms

10,000+

Students

56%

Eligible for
FRL

Impact

Students at Groves Literacy Partnerships schools are seeing significant improvements in their literacy skills and development, especially for students at risk of not meeting grade-level standards. [📖 Literacy Risk Assessment 2021-2022](#)

During the 2021–2022 school year:

- 1 in 3 students who tested in the high-risk category in the fall for grade-level reading fluency were no longer high risk by the end of the school year.
- 42% of first-grade students tested as high risk in the fall, but only 25% were high risk by spring.
- 98% of high-risk readers improved their reading speed and accuracy over the course of the year.

Teachers have also reported significant satisfaction with the Groves Literacy Partnerships and its ability to help children learn to read.

- *“With the training I have had and the curriculum, I feel like I have the tools and the knowledge to teach foundational literacy. As a reading intervention teacher, I am seeing progress with many of my students. I appreciated the meetings specifically for intervention teachers and hope there will be more of those next year. I look forward to learning more.” – Groves Literacy Partnerships Teacher*
- *“I’ve learned an incredible amount about explicit phonics instruction through the Groves Literacy Partnership. I credit all of that learning to my Groves coach as well as to the Orton Gillingham training I’ve undertaken since starting this program at my school. I know it has benefited and will continue to benefit all the students I interact with in my position. I believe in explicit phonics instruction, and I am grateful for all I have learned through this program.” – Groves Literacy Partnerships Teacher*

Contact

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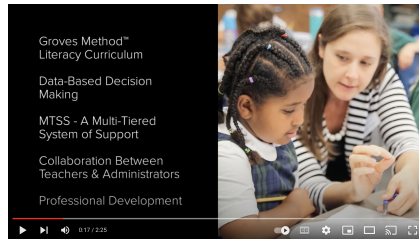
RESOURCES

Groves Literacy Partnerships

Sharing our proven approach to literacy instruction so that all students learn to read.

Groves Literacy Partnerships shares proven, evidence-based K-3 literacy instruction with fellow educators in the community so that all students learn to read, illuminating the path to enhanced literacy.

School partnerships begin each fall and typically last for three years, with the goal to make each school site self-sufficient by certifying their own in-house literacy coach.



Groves Literacy Partnerships Overview

The Groves Literacy Partnerships framework, mission, and phases at a glance.

An Introduction to Groves Literacy Partnerships

A video introduction to the Groves Literacy method and partnership.

Groves Literacy Partnerships Methodology



Groves Literacy Methodology

An overview of what schools can expect at each phase of the partnership.

Certification Requirements

Groves Certified Literacy Instructor

- Attend monthly **Team Meetings**
- Complete online **iST Course "Essential Literacy Instruction"**
- Read and discuss **4 Literacy articles** and pass **curriculum assessment** on LMS assigned by coach
- Teach Groves Method curriculum daily for 30 min and teach classroom small group intervention
- Work with Groves coach to improve teacher/student outcomes
- Teach with **80%+ fidelity** by May

In Phase 2, when 80% of teachers are certified, your school will be a Groves Certified Partner School.

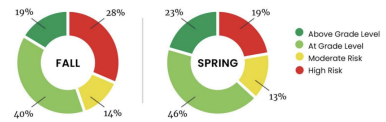


Join Groves Literacy Partnerships

Becoming a Groves Literacy Partnerships school begins by meeting with interested school administrators, then teachers in their school. Teachers are asked to vote if they wish to adopt a partnership program in their school, which includes 30 minutes of weekly literacy coaching in each classroom. We move forward to the next steps if we have at least 90% commitment from the teaching staff.

School partnerships begin each fall and typically last for three years, with the goal to make each school site self-sufficient by certifying an onsite literacy coach in the building.

FROM FALL 2021 TO SPRING 2022



This data represents the oral reading assessments of 4,136 students in grades 1-3 who were tested in both the fall and spring of the 2021-2022 school year.

Groves Literacy Certification Requirements

A list of the requirements to become a Groves Academy Groves Certified Literacy Instructor.

Groves Literacy Partnership Criteria

Six criteria that help determine the best chances for success for partner schools.

Literacy Risk Assessment 2021-2022

A snapshot of the successes of Groves Literacy from the 2021-2022 school year.

The Groves Literacy Framework

The Groves Literacy Framework, which was developed at Groves Academy, uses an Orton-Gillingham-based curriculum and is rooted in decades of literacy and brain research. We believe that students learn best when instruction is direct, sequential, multi-sensory, and addresses individual strengths and challenges. Over 90% of new Groves Academy students (grades 2-8) see growth in Oral Reading Fluency in their first year.

THE FIVE COMPONENTS OF THE

Groves Literacy Framework at a Glance

The Groves Literacy Framework is a five-pillar approach to improving literacy education.



Groves Literacy Radio Interview

Katharine Campbell, Director of Groves Literacy Partnerships, joins John Hines on WCCO Radio to talk about the vital importance of teaching reading skills to children.

5 Powerful Reasons Schools are Becoming Groves Literacy Partners

Groves Literacy Partnerships' (GLP) works to help all students shine brightly through evidence-based literacy instruction.

GLP shares literacy instruction, developed from years of successfully teaching struggling readers attending Groves Academy, with general education teachers and schools in our community. Using an explicit, systematic, multi-modal approach to literacy instruction empowers all K-3 students to become stronger readers from the very beginning and can help them throughout their lives.

1. Literacy Coaches Offer Support and

5 Powerful Reasons Schools are Becoming Groves Literacy Partners

Schools across Minnesota are partnering with Groves Literacy Partnerships – learn why.

