95 PERCENT OF STUDENTS READING AT GRADE LEVEL... AN ACHIEVABLE GOAL
Welcome…

If you’re reading this, it’s likely that you share our mission to help educators accomplish sustainable improvements in reading achievement.

Our objective? Simply stated we work with schools and districts to get 95 percent of students reading at grade level. Our processes are proven. Our approaches are unique.

We focus primarily on reading improvement for pre-K through grade 8 students. Using research-based methodologies, we offer a comprehensive approach to helping schools and districts implement RTI/MTSS structures and processes proven to improve intervention success and increases in literacy.

95 Percent Group recognizes that no two schools or districts are the same, so we customize a solution for you. We build on the progress you’ve already made in implementing RTI/MTSS. We work with you to identify gaps, set goals, and plan steps to raise reading achievement. Our approach is all about partnership—as we collaborate with you to design a plan tailored to your school or district.

We are a company of educators with decades of combined, first-hand, frontline experience about what works best for students and teachers. Based on our partnerships with more than 1,000 schools and districts, we are a recognized leader in reading improvement.
Inside this Guide...

You’ll find helpful information about our approach to reading intervention success. Our sole focus is helping teachers identify and effectively address the needs of struggling readers by providing implementation plans that include a strategic mix of:

- Systematic and cumulative skill continua
- Meaningful diagnostic assessment tools
- Evidence-based and explicit instructional materials
- Job-embedded professional development
- Sustained coaching and consultation

“95 Percent Group’s professional development has taught my staff not only how to identify a student’s gaps, but your evidence-based materials enable them to close the gaps. The on-site teacher coaching and meetings with our district’s principals and reading specialists have given us the knowledge and capacity to accelerate student learning.”

Rowbee’C Kasisky, Elementary Principal, Reading School District, Reading, PA
RESULTS TELL OUR STORY

Common Challenges

Schools and districts face critical literacy challenges including:

- Disappointing reading progress in spite of investment in an RTI/MTSS framework
- Increase in number of students entering school unprepared to learn to read
- Teachers entering the profession without a deep knowledge of reading development
- Weak data analysis skills among staff

The stories here illuminate how districts partner with 95 Percent Group to turn these challenges into success stories.

Roy W. Loudon Elementary School
Bakersfield, CA

How it All Began

In 2011, Loudon School had just started to administer the DIBELS® assessment. Principal Sharon Dunn was shocked to see that the data showed “a sea of red.” But the biggest shock came at the end of that year, when the percentage of kindergarten students at benchmark dropped from 36% in September to 28% in May. Learning that after a year of instruction 72% of these kindergarten students would enter first grade at-risk was the moment of truth.

Dunn set off on a journey that led her to hear Dr. Susan Hall speaking at the national Title I conference. She learned about the importance of having diagnostic assessments in addition to DIBELS. She also realized that she needed help. The Loudon staff was willing, but they were not yet equipped to address the needs of the school’s changing population which now encompassed 87% of students qualifying for free and reduced lunch and 25% English Language Learners.

With 95 Percent Group as a partner, Dunn led the school on a multi-year initiative. The results are noteworthy. However, equally important is that the school has sustained its success and continues to use the processes started in 2012 to achieve impressive reading outcomes for ALL students.
Staying the Course:
As the years of implementation continued, Principal Dunn kept her team focused on these implementation goals:

- Develop building-wide understanding of MTSS processes through workshops
- Embrace site-based visits by consultants four times per year
- Increase teacher data analysis skills through data reviews
- Improve instruction through consultant modeling and coaching
- Transfer problem-solving expertise to staff

Transforming Practice
In the sustainability stage, Loudon’s staff now consistently follows these MTSS practices:

- Supplements Tier 1 core instruction as needed
- Uses data to pinpoint gaps and determine appropriate intervention group
- Reviews progress monitoring data every 3 weeks
- Intensifies instruction for students not making progress
- Monitors fidelity of instructional quality

“The professional development, coaching, instructional modeling in the classroom, and continued support in monitoring data have all worked holistically to boost our teachers’ capacity and confidence as expert reading teachers. Now we are a school of teachers who know and apply the science of reading.”

Sharon Dunn, Retired Principal, Roy W. Loudon Elementary School

Kindergarten DIBELS composite scores rose to 90% in a three-year period

First grade DIBELS composite scores rose to 73% in a three-year period

OVER 60% of these same students continue to succeed as third and fourth graders, with over 60% meeting and exceeding English Language Arts (ELA) expectations on California’s State Assessment (California Assessment of Student Performance and Progress (CAASPP) 2019)
RESULTS TELL OUR STORY
Capital School District
Dover, DE

The successes achieved by Capital School District also underscore the unique solutions that 95 Percent Group offers. In this instance, the challenges were district-wide. Our focus was on a seamless integration of professional development and instructional materials to address the district’s challenges holistically, using a coordinated, well-defined, and strategic implementation plan.

Turning Barriers into Bridges
Capital School District in Dover, Delaware serves a mobile, low socio-economic student population. To ensure continuous reading progress, the district needed a consistent literacy framework and a uniform instructional approach as students moved from school to school. Capital’s challenges didn’t stop there. They had a large number of new teachers including kindergarten and first grade teachers who had little knowledge in teaching reading foundations. Too many teachers simply didn’t know how to pinpoint why students struggle learning to read and then determine an appropriate intervention.

Working With 95 Percent Group, Capital School District Took Swift and Decisive Steps, Focusing on Three Critical, Related Tracks:

• Raise the quality of reading instruction
• Invest in evidence-based practices and programs with proven success
• Provide job-embedded professional development to increase teacher effectiveness
Partnering for Progress
Collaboration between Capital and 95 Percent Group teams produced a customized Implementation Plan focused on these essential priorities:

• Emphasize district-wide processes for consistent data collection and analysis at each school
• Provide administrators with training so they can lead and monitor a literacy initiative in their buildings
• Improve teacher effectiveness through a coaching-based professional development approach
• Monitor to ensure teachers effectively implemented new skills

Strategic Steps Forward
Supported by their 95 Percent Group team, Capital implemented their plan. This included:

• Two training sessions with principals and instructional coaches at the beginning and middle of the school year
• Workshops for K-1 teachers, special education teachers, and reading interventionists
• Site-based coaching during periodic visits by the building’s 95 Percent Group assigned consultant
• Training to support the introduction of 95 Percent Group’s diagnostic assessments in conjunction with the district’s Curriculum-Based Screener to identify students’ specific skill deficits
• Training, modeling, and coaching on 95 Percent Group’s instructional materials aligned with the diagnostic assessments

84% of Kindergarteners were at Benchmark at the end of the first year of implementation, a 40% INCREASE over beginning of the year DIBELS® Next Composite scores

65% of first graders reached Benchmark, far surpassing the prior year, where both BOY and EOY data showed no improvement

In the second year of implementation, over 90% of the first graders in two elementary schools achieved Benchmark or above on DIBELS® Next Phoneme Segmentation Fluency at the beginning of the year…the first time that first graders in the Capital School District had no summer slide

“95 Percent Group’s approach fits seamlessly into our RTI framework with evidence-based materials that are systematic and explicit. Students develop skill automaticity and teachers have ongoing feedback about their growth with their progress monitoring tools.”

Pam Herrera, Director of Elementary Instruction
Capital School District, Dover, DE
The Phonological Awareness Screener for Intervention™ (PASI™)

The PASI™ is an informal diagnostic assessment that pinpoints missing phonological awareness skills primarily with K-1 students. The diagnostic strengthens MTSS/RTI frameworks by pinpointing the precise needs of struggling readers who require early intervention.

When a student scores below benchmark on a universal screener, the next step is administering the PASI to:

- Confidently identify skill deficits
- Accurately determine the starting point for focused Tier 2 and 3 intervention
- Easily place students into small groups to receive targeted instruction

Initial Assessment

The initial assessment is easy and quick to administer in 5-10 minutes; the PASI Short Form enables skimming skills followed by drilling down with a Long Form into the subskills. Because skills are arranged in order, the assessor can stop assessing when a student misses the first skill.

Many staff members can administer the screener including classroom and special education teachers as well as instructional aides. The key skill is knowledge of speech sounds.

Grouping Students for Intervention

After the initial assessment, teachers use the Classroom Grouping Worksheet to record assessment results and to place students into groups by their lowest missing skill. This worksheet can be used as a live spreadsheet to manipulate the groups, or it can be printed.

The PASI uses the same skill numbers as the Phonological Awareness Lessons (pages 8-9) enabling a seamless progression from assessment to grouping to instruction.
**PASI Professional Development**

Making decisions with data is a hallmark of MTSS/RTI. Yet too often data is collected but not used. Critical decisions teachers make include:

- Where to start a student’s intervention instruction
- Which students to place together in a group
- How to monitor each student’s progress

Each of these decisions, which are at the very heart of MTSS/RTI, requires knowing how to use data.

The decisions are complex. Schools and districts that provide teachers professional development (PD) in data analysis get better results.

To make good decisions 95 Percent Group believes that teachers need a strong foundational knowledge about data analysis; our PD includes more than how to administer and score the PASI assessment.

We support teacher’s acquisition of data analysis skills by assigning a consultant to walk educators through each step. The goal is to build the staff’s capacity so that data analysis practices are sustained in future years.

Data will be used only if it’s meaningful. PASI data is meaningful because not only can teachers see immediately if students mastered the skills just taught, but it also makes it easy to select the right lessons in the 95 Percent Group’s Phonological Awareness Lessons. When the data is meaningful and teachers are well-trained, results will be strong.

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**Progress Monitoring and Regrouping**

After several weeks of intervention, teachers progress monitor skill mastery by using 1 of 2 alternate forms of the PASI. This step takes 1-2 minutes and should occur every 2-3 weeks.

The data shows teachers which students are ready to exit their current group, and what skill is needed next.

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**Cost Effective PASI School Site License**

PASI is offered as a School Site License with a one-time fee, making it accessible to all staff. All PASI Documents and Student Scoring Materials are available for download. Having electronic access to all materials reduces costs as schools only print what they need and they don’t have to purchase consumables.

Product Code: PA0104, Version 3.1, School Site License
Blueprint for Intervention:®
Phonological Awareness Lessons™

Phonological Awareness Lessons™ is a set of explicit lessons to help struggling K-1 students master phonological awareness (PA) skills. They are arranged in order from the simplest syllable blending to the most complex phoneme substitution tasks.

Because these lessons and the PASI (Phonological Awareness Screener for Intervention) are aligned with 95 Percent Group’s Phonological Awareness continuum, there is a seamless process from diagnosing to grouping to selecting the corresponding lesson. This enables teachers to ensure that a student is placed at the appropriate point for intervention.

Lesson Plans Support Teaching Intervention Groups
- 39 skills including 26 PA and 13 Readiness lessons that are explicit, sequential, and cumulative
- Lessons laid out in teacher-friendly 2-page format with graphic images for quick reminders
- Step-by-step procedures reduce teacher planning time

Deluxe Kit Includes Everything Needed
- Plastic storage bin with labeled sections for easy in and out
- Laminated pictures and shapes for up to 5 students per group
- Flip book and large cards for Readiness Skill introduction

www.95percentgroup.com
Phonological Awareness Lessons
Professional Development

95 Percent Group believes that teachers are a student’s primary instructor; computer programs can provide practice but only following explicit instruction by a teacher. We also know that many districts are now committing to purchasing evidence-based programs, which is critically important. However, even when programs include research-based strategies, achieving student gains depends upon providing professional development that goes deeper than traditional product training by providing the “why” in addition to the “how”.

Teachers make “in the moment” decisions during instruction. In order to provide effective corrective feedback and make informed decisions during the intervention process, teachers need a deep foundational understanding about phonological awareness.

Unfortunately this critical knowledge is absent from most preservice training. That’s why our PD includes much more than an overview of the way the lesson is organized. We discuss why it’s critically important that K-1 students master phoneme manipulation proficiency. There is a strong research consensus that proficiency at this advanced level is a critical underpinning for accurate and efficient word reading. Teachers armed with knowledge and equipped with diagnostic data and good materials possess the keys to adequately prepare students to learn to read.

Materials Ensure Success

• Manipulatives ensure student engagement
• Instruction makes abstract PA concepts concrete
• Teachers monitor student understanding during You Do

Progress Monitor with the PASI

• After instruction monitor progress with alternate Forms B and C
• Exit student when assessment confirms mastery
• Assess until next deficit skill is determined to guide group placement

Product Code: PA1200

Videos showing lessons are available as an annual license: see the webstore for PA video playlists.
Phonics Screener for Intervention™ (PSI™)

The PSI™ is a brief and easy-to-administer informal diagnostic assessment designed to pinpoint the specific decoding needs of students whose reading accuracy is below benchmark. The PSI™ identifies what a student has mastered as well as what is deficit by assessing 15 phonics skills arranged in a sequential progression from easiest to most complex. Educators use the PSI to:

- Confirm a phonics deficit
- Identify a student’s lowest missing skill
- Group students with similar needs
- Determine when to move students from one skill into another

The PSI eliminates guessing what a student needs and leads directly to placement in a Tier 2 or Tier 3 group to receive focused intervention instruction.

Initial Assessment with the PSI

Initial Assessment of a student with the PSI takes, on average, between 5 and 10 minutes. It’s quick because skills are assessed in a sequence that enables the assessor to discontinue after the first missing skill. The PSI can be delivered by a wide range of staff members including teachers, intervention specialists, and paraprofessionals. It is appropriate for students from 1st grade onward, even including adults. Because students are presented two different tasks, teachers can compare how a student reads nonsense syllables and real words in the context of sentences.

Grouping Students for Phonics Intervention

Best practice in MTSS/RTI is to form intervention groups that are skill-specific, placing students who need the same instruction together in a group. An Excel® spreadsheet to record scores and place students in skill groups is provided with the PSI.

Not only does this help each child receive intervention at the “just right” point, but when teachers form groups using PSI data they can clearly articulate an instructional focus for each group. Identifying a student’s mastered skills avoids wasting time reteaching previously learned skills.
**PSI Professional Development**

When a student struggles to read a grade-level passage accurately and fluently, the teacher must uncover the root cause of the difficulty. Universal screeners can help indicate which students are below benchmark. But they usually don’t identify the root cause of the poor reading; that’s the job of the phonics diagnostic assessment.

Teachers need to know how to administer and score the assessment, but that isn’t enough to help them turn results into actionable insights. By providing our phonics continuum, we clearly articulate which phonics skills should be mastered by what grade level. For example, first grade students will be introduced to words that include vowel teams and r-control vowels but they must absolutely have mastered words with short vowels and long vowel silent-e before going to second grade. Teachers feel that sense of urgency because they can quickly see which students are behind while there is time to intervene and catch them up. The PSI shows which phonics skills are mastered, which are missing, who should be grouped together, and where to start intervention. That’s what teachers are seeking.

“*The screeners are teacher-friendly, easy to give, and even more important . . . easy to interpret! The PSI is a valuable tool that provides more data on a student than screener data and allows easy placement in appropriate intervention groups. Our teachers believe this assessment truly gives them an accurate look at each child’s phonics skills.*”

Elementary Curriculum Coordinator, FL district

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**Progress Monitoring and Regrouping**

There are 2 alternate forms (B & C) of the PSI developed for progress monitoring following instruction. When a student passes the skill that was just taught, the teacher is confident that exiting that group is the right decision.

Assessment continues in the sequence until the student fails another skill. This data provides teachers a trusted way to know the right next step for the student. The grouping spreadsheet displays the scores to all students, and makes it easier to group them for the next cycle of intervention.

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**Cost Effective PSI School Site License**

PSI is offered as a School Site License with a one-time fee, making it accessible to all staff. All PSI documents and Student Scoring Materials are available for download. Electronic access to materials reduces costs because schools print only what they need without purchasing consumables.

Product Code: PH0119, Version 3.0, School Site License
The Phonics Lesson Library™ (PLL™) is a set of 75 comprehensive lessons to provide targeted instruction to Tier 2 and 3 intervention groups within a school’s MTSS/RTI framework. The comprehensive lessons start with teachers explicitly explaining the phonics pattern followed by a series of steps that provide students opportunities to master the pattern. These carefully designed steps include sorting words, reading words, writing words, listing word chains, and reading phrases and sentences to develop fluency. A final essential component is that students apply their newly-gained knowledge by reading 3 specially written decodable passages where the words are controlled to ensure success.

This set of lessons is called a library because each 5-day lesson is packaged in a separate bag and can be stored in a school’s book room to be checked out weekly by teachers, reading specialists, and other instructional staff who teach small phonics groups. Because the PLL and our phonics diagnostic assessment (PSI) are both aligned with 95 Percent Group’s Phonics continuum, there is a seamless process from diagnosing to grouping to selecting the corresponding lesson. Teachers can be confident that a student is placed at the appropriate point for intervention to reach skill mastery.

Aligns with Structured Literacy
- Explicit instruction about a phonics pattern
- Sequential from simplest CVC to complex syllable types
- Cumulative practice with words containing previously-taught patterns

Everything is Included in Each Bag
- 20-page full color lesson plan with easy-to-follow steps
- Materials for 5 students including header cards and word cards, passages, and fluency sheets
- All pieces stored neatly in the original hanging bag
Phonics Lesson Library Professional Development

Many schools are discovering that their Tier 1 core reading program isn’t strong enough in phonics to meet the needs of their diverse and changing population. While teachers can easily develop or download lessons in some literacy areas, that doesn’t work when it comes to phonics.

Well-designed phonics lessons follow a strict skill sequence where each lesson excludes harder words and purposely includes already mastered words for cumulative review. Creating these lessons requires a great deal of time and expertise.

While teachers shouldn’t be expected to write phonics lessons, they need to understand the rationale for each lesson component as well as what to do when a student is unsuccessful. During PD teachers examine why certain steps get more time than others. They learn that the daily 2-minute review enables students to start with something known before learning something new. Teachers learn to use word sorts to deepen a student’s recognition of whether a word fits the pattern. They learn how to use the Transfer-to-Text process where students apply word knowledge to reading the decodable passages.

Teachers too often experience product training that takes a surface walk through the materials. Our PD focuses on developing a deep understanding of the rationale for each research-based instructional routine included in the PLL lesson. Teachers teach better and results will be stronger when schools choose PD that emphasizes developing foundational knowledge about how and why a lesson works.

Cost Effective and Flexible

- Library divided into 3 kits (Basic, Advanced, and Multisyllable)
- Each kit has between 18 and 32 lessons
- Schools can order extra kits for high-demand skills
- Appropriate for students in grades 1-8

For a complete list of the 75 PLL lessons divided into the 3 kits, please visit our Webstore

Product Number:
Basic PLL (PH1247); Advanced PLL (PH1248); Multisyllable PLL (PH1249)

“Students who have accuracy issues are assessed with the Phonics Screener for Intervention (PSI) to pinpoint specific skills deficits. Students are then grouped in small, homogenous groups and receive instruction using the Phonics Lesson Library (PLL). The PLL is a new addition to our intervention program this school year and we are excited by the progress our students are making.”

K-5 Intervention Coordinator, PA School District
Phonics Chip Kit™ (PCK™)

Phonics Chip Kits™ were developed to assist teachers working with small groups of students who need help mastering phonics patterns. By using colored chips and sound boxes these lessons encourage students to observe that words follow patterns, a process known as sound-spelling or orthographic mapping. This research-based approach more closely tracks the way words are learned because it focuses attention on the pattern as opposed to attempting to memorize cumbersome sets of “rules.”

The 75 lessons are arranged in order from the simplest consonant-vowel-consonant (CVC) pattern to the most complex syllable types. Because these lessons and our phonics diagnostic assessment, Phonics Screener for Intervention, are aligned with 95 Percent Group’s Phonics continuum, teachers appreciate a seamless process from diagnosing to grouping to selecting the corresponding lesson.

Lesson Plans are Easy to Use

- Lessons laid out in a teacher-friendly format and clear, explicit instructional language
- Graphic images provide teachers quick visual of proper manipulative placement
- Step-by-step procedures reduce teacher planning time for intervention groups

The Phonics Chip Kit Includes Everything Needed

- Plastic storage bin with labeled sections for easy in and out
- Laminated mats and chips for up to 8 students per group
- Spiral, full-color teacher’s guide and magnetic teacher manipulatives
Phonics Chip Kit Professional Development

Elementary principals and district literacy leaders approach us searching for ways to ensure that their teachers can provide effective phonics instruction. Whether this need is a result of inadequate preservice preparation or weak core program phonics instruction, our Phonics Chip Kits (PCK) are a perfect way to support teacher preparedness and student learning. While the lessons include the language for explaining each phonics concept, they are not designed to be as comprehensive as the Phonics Lesson Library. PCK lessons can be used with any student who is struggling with word reading after the core reading program and needs more explicit instruction to develop skill mastery.

While moving objects into boxes to demonstrate the sounds or letters in a word is not a new instructional strategy, there are several aspects that are unique to PCK. Teachers who attend PD learn how to use specific colors to signal the type of sound. Teachers discover why students need all steps starting with phonemic awareness to decoding (reading) and encoding (spelling) to become proficient readers.

To support teacher mastery, our consultants model a lesson with students and provide teachers feedback after they teach a lesson. This approach leads to better implementation and improves teacher confidence.

Lessons Explicitly Teach Phonics Patterns

- Instruction makes abstract phonics concepts concrete
- Teachers monitor student understanding during “We Do” and “You Do”
- Manipulatives ensure student engagement

75 Lessons are Sold in 3 Separate Kits

- Basic PCK (32 lessons): CVC, consonant blends and digraphs, and long vowel silent-e
- Advanced PCK (25 lessons): Vowel teams, vowel-r, complex consonants
- Multisyllable PCK (18 lessons): 6 syllable types

Product Code:
- PCK Basic – PH2410
- PCK Advanced – PH2420
- PCK Multisyllable – PH2430

Videos showing lessons are available as an annual license: see the webstore for PCK video playlist.
Multisyllable Routine Cards™ (MSRC™) provides a fast-track approach to help students whose reading is belabored because they stumble on longer words. These routines teach students to use knowledge about the 6 English syllable types to read words accurately and efficiently. Students stay engaged in this game-like routine because the entire class is using gestures and answering chorally.

Because MSRC is designed to be taught for 5 minutes a day over 18 weeks, it’s an ideal whole-class supplement, especially for grades 3-6. The lessons can also be taught in small groups for English Learners or intervention groups. Use the PSI with the MSRC for pre- and post-assessment of each syllable type.

Lessons Supplement Teacher Knowledge
- Explicit language to explain each syllable type is provided
- Graphic images provide quick teacher reminders of the steps
- Builds mastery at single syllable level before multisyllable level
- Durable spiral Teacher’s Guide with lessons

All Materials are Included for Lessons
- Downloadable teacher cards and student independent practice sheets
- Use PSI skills 10-15 to align with MSRC to assess mastery of each syllable type
- MSRC Video Playlist shows 61 clips demonstrating lessons with students. Offered as a license for unlimited use by an individual user

PH3300 Multisyllable Routine Cards

PH3701 Multisyllable Routine Cards Video Playlist
Videos showing lessons are available as an annual license: see the webstore for MSRC video playlists.
**Multisyllable Routine Cards™ Professional Development**

The most efficient way to read unknown multisyllable words is to break the word into syllables, and through recognizing each syllable type, properly pronounce the vowels to read the word. Students often are told to “chunk” the word, but that’s not enough. The reason that intermediate teachers give students insufficient guidance is because they haven’t been trained in phonics.

Teachers in grade 3 and above benefit from professional development so they can practice the routines and develop confidence in teaching syllable types. During a workshop they’ll practice teaching Step 1 where they show students how to recognize the syllable type. Step 2 uses that instant recognition of the syllable type to know whether to use the short, long, or other vowel sound. After mastering Steps 1 and 2, in Step 3 syllable division rules are taught and students pull it all together to read multisyllable words. After a half-day training, teachers feel secure that they can correctly explain the syllable types when supported by the easy-to-use routines and graphic images in the MSRC Teacher’s Guide.

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**Phonics Classroom Posters**

This colorful 6-poster set highlights key phonics concepts including: short vowels, blends, digraphs, vowel teams, complex consonants, and syllable definitions and gestures to improve retention.

- Ideal for use with Multisyllable Routine Cards in elementary and middle school classrooms
- Available in two sizes: Poster (16” x 24”) and Tabletop (11” x 17”)

**Teaching Blending®**

Teaching Blending provides teachers with techniques for blending instruction to transition students from reading words sound-by-sound to whole words.

- Cost-effective Teacher’s Guide with scripted lessons in 8 stages of blending
- Stages go from blending awareness to releasing self-scaffolds to fluency
- Most often taught whole class but also can be used for small groups

**AP1200 Teaching Blending® Book**
**AP1600 Blending Continuum**

Teaching Blending Teacher Edition iPad App and the Teaching Blending Student Edition iPad App are available in the App Store.
Vocabulary Surge: Unleashing the Power of Word Parts® - Level A & Level B

Vocabulary Surge provides teachers with an approach to help struggling readers in Grades 2-8 figure out the meaning of unknown words using morphology. Even with the best decoding skills, students with a limited vocabulary will struggle reading text fluently and with comprehension. Teaching the meaning of well-chosen words is not enough; students need instruction that equips them with a process for learning word meanings on their own.

Vocabulary Surge closes the vocabulary gap by teaching students how to use word parts to hypothesize the meaning of unknown units, as well as how to select appropriate context clues. Multisensory instructional techniques, including mats and cards, show students how English words are built based on word origin. Students engage in learning as they become detectives trying to uncover the meanings of word parts. To do this, students need a process and knowledge of the meaning of the most common word parts (roots, prefixes, suffixes, and Greek combining forms). With the process, students experience an exponential growth in vocabulary.

Vocabulary Surge: Level A (Grades 2 – 3)

- Includes over 200 Anglo-Saxon words, 68 Latin affixes, 48 Latin roots, and 37 Greek combining forms
- Supplements core instruction where students work in groups
- Use with Tier 2 or 3 small group interventions or ELLs

Level A Teacher’s Guide and Materials

- Includes (20) 5-day, 15 minute scripted lessons focusing on Anglo-Saxon, Latin, and Greek words
- Teacher’s Guide provided plus access to word cards and other materials to print on-demand
Vocabulary Surge Professional Development

Vocabulary Surge Professional Development provides teachers with the opportunity to learn and practice an instructional routine for teaching students a research-based word-learning strategy. Typical vocabulary training focuses on choosing words for a weekly vocabulary list and planning engaging activities so students learn the words. Rarely are teachers taught instructional strategies to teach students to use morphemes, or meaning parts, to figure out word meanings.

The Vocabulary Surge lessons start with providing students a couple of rare words in sentences where their goal is to try to figure out the meaning from context. Many students don’t know which nearby words offer the best clues. To teach them how to figure that out, groups write a working definition and get ready to share them. Following discussion, the teacher provides a “certified” definition that is more student-friendly than most dictionary definitions.

The next part of each lesson involves multiple activities to help students apply the morphological meanings to figure out words. Students are explicitly taught the meaning of Latin roots, affixes, and Greek combining forms. To apply this knowledge, students participate in a ‘Word Multiplier’ activity where they move word parts on a mat to try out combinations that make words. The program includes mats for Anglo-Saxon, Latin, and Greek layers. Because this is not something teachers were taught previously, professional development is essential for implementation fidelity. As powerful as word-learning strategies are for students, they are most likely going to be new territory for teachers.

Vocabulary Surge: Level B (Grades 3 – 8)
- Includes access to 12 review lessons on roots and affixes covered in Level A
- 17 lessons teach 51 common Latin roots, 28 prefixes, 8 suffixes, and 37 Greek combining forms
- Ideal for grades 3-8 where students can work in cooperative learning groups

Level B Teacher’s Guide and Materials
- 33 weeks of instruction including 5-day and 10-day scripted, 15 minute lesson plans
- Teacher’s Guide provided plus access to word cards and other materials to print on-demand
- Getting Started video and PowerPoint® demonstration that models lesson routines

Product Codes:
Vocabulary Surge A VS1200
Vocabulary Surge B VS1210
Students who decode accurately and fluently yet aren't comprehending may not be using strategies to make sense of text while they read. They appear almost passive and unengaged in meaning-making while reading. By contrast, proficient readers with good comprehension skills seem to be making movies in their mind and are constantly self-monitoring so they realize the moment they aren't making sense of the text.

Research shows that instruction in comprehension strategies improves a student's ability to comprehend. *Comprehension, Grades 3-6* was developed to provide lessons teachers can use to supplement the core program or teach in small groups. To save teachers time, everything is provided to explicitly teach 7 essential comprehension strategies.

The lessons employ think-alouds for teachers to model what good comprehenders do in order to make sense of text. Following a teacher modeling with a think-aloud, students place translucent colored tokens at the point in the text where they employed a comprehension strategy which encourages self-monitoring. Students are provided with ample opportunities to practice each strategy until mastery with both literary and informational text.

**Supplement the Core or Teach Small Groups**
- Includes 7 strategies: connecting, questioning, predicting, imaging, inferring, determining importance, and synthesizing
- 8 lessons on each strategy with both literary and informational text
- Teacher explicitly models strategies and provides time for supported practice

**CM1400: Comprehension, Grades 3-6**
**CM1601: Comprehension Tabletop Poster Set (14)**
**CM1602: Comprehension Skills Continuum**
**CM1701: Comprehension Video Playlist**

**The Comprehension Kit Includes all Materials**
- Full-color, spiral-bound Teacher's Guide with lessons for systematic instruction
- 700 color-coded translucent student tokens and 28 magnetic tokens for teachers for read-alouds
- Access to download 44 passages (23 literary and 21 informational) and 18 graphic organizers/mats to print on-demand

**Comprehension, Grades 3-6 Video Playlist**
- Features 133 video clips demonstrating Comprehension lessons with students
- Offered as a license for unlimited use by an individual for a year
Comprehension, Grades 3-6 Professional Development

Comprehension occurs in the brain and therefore is difficult to see. The most powerful instructional approach is to use a think-aloud strategy by reading text aloud stopping periodically to speak about how a strategy is used to make meaning. Using too many words during a think-aloud interrupts the flow. In our professional development the facilitator models what it looks like to conduct a think-aloud in a concise and impactful way.

Another important program design element involves the unique manipulatives. Teachers use magnetic tokens during think-alouds to mark the point of text where the focus strategy is employed. Students use translucent tokens in 7 colors aligned to the 7 strategies by placing tokens over the exact word that prompts them to use a strategy.

During PD teachers learn how to teach students to use the tokens as a tool for self-monitoring when applying a strategy; self-monitoring awareness is lacking in poor comprehenders and is critical for success. After a student practices with our specially developed text, he takes the tokens and graphic organizer to apply it to any other text at his reading level.

About 95 Percent Group

Educators across the US recognize 95 Percent Group as a leader and innovator in significantly improving students’ reading achievement. Partnering with K-8 schools and districts, our comprehensive approach equips teachers with the lasting knowledge and practical tools needed to identify and address the root cause when a student struggles in learning to read.

We develop teachers’ foundational understanding of reading science and instructional strategies. By providing them with diagnostic assessments and practical, evidence-based instructional materials, they can apply their knowledge confidently and with measurable success.

95 Percent Group was co-founded in 2005 by Susan L. Hall, Ed.D, a nationally respected leader in MTSS/RTI, data analysis, and reading instruction. Dr. Hall’s passion is to focus on educator preparedness so teachers can teach ALL students to read – particularly in the elementary years.
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your trusted literacy advisor and partner in reading achievement. Contact us for more information about how our products and services will build teacher preparedness and improve literacy for your teachers and students.

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