

Slide 1

95 PERCENT GROUP • TOOLS 4 READING

# The Perfect Partnership

More Resources, Expertise & Support for Teachers and Students

Thursday, March 30 | 6:30 PM CT

**Laura Stewart**  
Chief Academic Officer  
95 Percent Group

**Dr. Mary Dalgren**  
Founder, Tools 4 Reading  
Literacy Expert in Residence, 95 Percent Group

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## Let's Get Started

- Please use the Chat feature to ask questions and watch for digital handouts and informative links
- Technical difficulties, including sound and video issues, please log off and come back to the session
- This webinar is being recorded. An On-Demand link will be emailed next week to watch again and share with your colleagues

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**Laura Stewart**  
Chief Academic Officer  
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### Our Foundational Principles



We believe that ALL children deserve a chance to learn to read.

Our purpose is to unlock the power of literacy for every child.

We build on science to empower teacher—supplying the knowledge, resources, and support they need to transform developing readers.

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### Made by Educators, for Educators



We have a teacher-centric approach, which honors and amplifies a teacher's impact.

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### What is our Instructional Ecosystem?

- A cohesive suite of resources that aligns to our foundational principles and standards of excellence.
- Instruction that is data-driven and aligned across Tiers of Instruction to maximize outcomes for students.



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### Advantages of our Ecosystem Approach

Academic Language	Focused Instruction	Routines	Efficiency of Teaching	Evidence
Consistency of academic language across all Tiers.	Data-driven. Scope and sequence of skills is the same; intensity of instruction differs.	Consistency of instructional routines allows for students to focus cognitive energy from process to learning.	Consistency of instructional routines allows teachers to focus on student response.	Evidence-aligned to the principles and research of the Science of Reading. Evidence-based. Efficacy results.

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### 95 Product Ecosystem

- Aligned for all 3 layers of instruction
- Diagnostic assessments
- Explicit, Effective and Evidence-based

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### 95 PHONICS CORE PROGRAM™ Tier 3: Intensive Intervention

#### Introducing 95 RAP

- Innovative, technology-based Tier 3 intervention solution for students who are persistently struggling to learn to read, including those with dyslexia
- Provides direct, explicit, mastery-based instruction
- Influenced by Orton-Gillingham
- Provides flexibility to deliver individualized instruction

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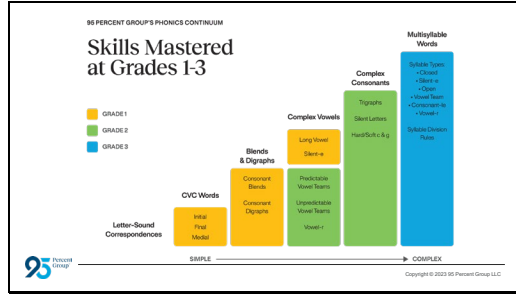
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TIER 1

### 95 Phonics Core Program®

ESSEA Level 1 Evidence

95 Phonics Core Program Teacher's Edition GRADE 4 Word Study

95 Phonics Core Program Teacher's Edition GRADE 3 Word Study

ORDER NOW FOR JUNE DELIVERY

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K-3 INTERVENTION AND SUPPLEMENTAL UPPER ELEMENTARY PRODUCTS

### Independent Efficacy Research Results

ESSEA Level 2 Evidence

ESSEA Level 3 Evidence

ESSEA Level 4 Evidence

2023-2024 Research Roadmap

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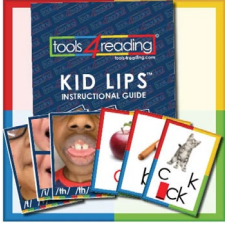
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### What are Kid Lips?

Kid Lips is a resource for teaching phonetics while developing and reinforcing phonemic awareness skills.

- Kid Lips picture cards are used to teach and show the correct placement of the tongue, teeth, and lips when producing the target phoneme.
- Cross-linguistic transference between English and Spanish is a focus in each lesson.



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### What is a Sound Wall?

- A tool designed to teach the 44 different sounds in the English language to make speech to print connections
  - 25 consonant sounds
  - 18 vowel sounds
  - 1 special sound: schwa
- The Tools 4 Reading Sound Wall aligns perfectly with 95 Phonics Core Program® and new sounds can be systematically added as they are introduced in the lessons.
  - **Pre-lesson:** Warm up students' ears and get them ready to learn new sounds
  - **During the lesson:** Introduce the graphemes with oral and written practice; make the phoneme to grapheme connection on the Sound Wall
  - **Post-lesson:** Sound Walls are a permanent classroom resource that students can reference at any time for additional support at each stage of language development
- Sound Wall design components include the Consonant Chart, the Vowel Valley, Kid Lips, and Phoneme/Grapheme Cards



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### SOUND WALL COMPONENTS

#### The Consonant Chart

**Features include:**

- 25 consonants
- Intentionally set up in rows and columns
  - Where is the phoneme produced?
  - How is the phoneme produced?
- Kid Lips card placement focuses on the manner of articulation
- Students analyze physical features
  - How is the sound produced?
  - What do our lips look like?



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### The Consonant Chart Classroom Connections

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### SOUND WALL COMPONENTS

## The Vowel Valley

**Features include:**

- 18 vowel sounds
- Kid Lips card placement focuses on the manner of articulation
  - Where is the sound produced?
- Intentional design
- Supported by Phoneme/Grapheme cards

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### The Vowel Valley Classroom Connections

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### Kid Lips Instructional Guide

**Consonant Phoneme /sh/**  
Alternative: /sh/

**Sound Wall:**

1. Students will be able to identify the sound of the phoneme /sh/ in words.
2. Students will be able to identify the sound of the phoneme /sh/ in words.
3. Students will be able to identify the sound of the phoneme /sh/ in words.
4. Students will be able to identify the sound of the phoneme /sh/ in words.
5. Students will be able to identify the sound of the phoneme /sh/ in words.

**Phonics:** /sh/ is a digraph for the consonant sound. The sound is made by pushing the tongue against the roof of the mouth and blowing air out.

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### Sound Wall Conversations: /sh/



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### Using the Sound Wall and Kid Lips with 95 Phonics Core Program®


	<b>Phonological Awareness Warm-Up</b>	
	<b>Phonics Pattern</b>	<ul style="list-style-type: none"> <li>• Short Words</li> <li>• Pattern &amp; Contrast Words</li> </ul>
	<b>Practice and Writing</b>	<ul style="list-style-type: none"> <li>• Sound-Spelling Mapping</li> <li>• Word Chains</li> <li>• Sentence Dictation</li> </ul>
	<b>High-Frequency Words</b>	<ul style="list-style-type: none"> <li>• Sound-Spelling Mapping</li> <li>• Heart Words</li> </ul>
	<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Words/Phrases/Sentences/Passages</li> </ul>
	<b>Passage Reading</b>	<ul style="list-style-type: none"> <li>• Transfer-to-Text Process</li> <li>• Read Passage</li> </ul>
	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Written and Oral Response</li> </ul>

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**95 + Spelling**

**95 + Letter Formation**



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DAY 1 Phonics Pattern - Review Pattern

Syllable Type	Pattern	Vowel Sound	Gesture
Closed	1 vowel letter followed by 1 or more consonants	short	

25 Lesson 12

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DAY 1 Phonics Pattern - Sort Words

cash



chair	branch	shoe	brush	
			cash	

26 Lesson 12

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Slide 27

DAY 1 Phonics Pattern - Sort Words

cast



chair	branch	shoe	brush	
			cash	cast

27 Lesson 12

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DAY 1 Student Workbook



28 Lesson 12

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Slide 29

DAY 1 Phonics Pattern – Sort Words (Answer Key)

 chair	 branch	 shoe	 brush	 NO
chin	inch	shin	cash	cast
chum	much	shelf	crush	clunk
chunk			wish	self
			flash	

29 Lesson 12

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Slide 30

DAY 2 Sound-Spelling Mapping with Chips



b	a	sh		

30 Lesson 12

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**DAY 1** Sound-Spelling Mapping

A grid showing the sound-spelling mapping for the word 'hush'. The letters 'h', 'u', 's', and 'h' are placed in boxes with dots below them, indicating the sound. The last two boxes are empty.

31 Lesson 12

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**DAY 4** Word Chains

A vertical list of words: shop, chop, chip, chimp. To the right is an image of a yellow chain link.

32 Lesson 12

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**DAY 2** Reading Pattern Words

1. gash
2. trench
3. chomp
4. crash
5. slip
6. shaft
7. blush
8. fresh
9. punch
10. task

33 Lesson 12

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**DAY 1** **Passage Reading**

**Chip and Chad**

Shan has two kids, Chip and Chad. Chip and Chad are twins. Shan is not rich, but she likes to spend cash on her kids at the shop. Champs, Chip, Chad, and Shan shop for a stash of cash hats. Push hats are soft and do not pinch and bunch. Hats that bunch and pinch are not kept and so they go in the trash. Chad likes red hats and Chip likes blue.

34 Lesson 12

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**Evidence-Aligned Phonics Ecosystem**

Explicit, systematic instruction "I do, We do, You do"	1	<b>Science of Reading</b>	4	Instruction in how to decode and encode words, including word part analysis (syllables, morphemes)
Cumulative review for consolidation of learning	2		5	Active Engagement
Sequential instruction from less complex to more complex concepts and skills	3		6	Application in reading and writing (decoding and encoding)

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**Professional Learning Portfolio**



**Product Training** | **Coaching** | **Professional Development**

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### What are the Top 10 Tools?

Developed by Dr. Deb Glaser, Top 10 Tools is an online comprehensive reading course designed to immerse educators in the science of reading.

- Prepares educators to provide evidence-based reading and language arts instruction
- Supports schools in the process of building Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS)
- Prepares educators for the KPEERI exam and CERI certification



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### The Top 10 Tools Modules

1. Knowledge – A Reading Teacher’s Foremost Tool
2. Oral language – A Foundation for Literacy
3. Phonemes – Paving the Way to Print and Meaning
4. Phonics and Spelling – Effective Decoding and Encoding Instruction
5. Vocabulary – The Blueprint of a Word
6. Comprehension – The Text and the Mental Model
7. Fluency – Understanding Practice and Automaticity
8. Writing – Write! Written Responses to Reading
9. Read Aloud – A Tool for Building Language Comprehension
10. Collaboration – Two Heads are Better Than One



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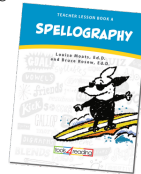
### Additional Resources & Professional Learning Opportunities



Louisa Moats, Ed.D.



Bruce Rosow, Ed.D.



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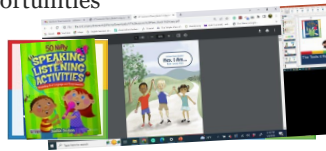
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### Additional Resources & Professional Learning Opportunities



Judi Dodson



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THE TOOLS 4 READING STORY

## New Chapters

Melody Clafornu Austin Victoria Houbler  
Kendra Schenk Katharine Pace Miles, Ph.D.

tools4reading  
See Sounds Play  
TALK2LEARN  
BUILD LANGUAGE, CREATE KNOWLEDGE  
TRANSPORTATION  
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### The Perfect Partnership Sweepstakes

Includes:

- a complete 95 Phonics Core Program® K-5 Classroom Kit, plus
- a Sound Wall Starter Pack, that includes Kid Lips

Prizes will be awarded to 3 live attendees!

Teacher's Edition  
Sound Spelling Cards  
CLASSROOM KIT  
1 Year Presentation File Subscription  
Workbooks and Manipulatives Sets for 20 students

tools4reading  
KID LIPS  
tools4reading

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**Bringing Reading Science to Practice for English Learners: A Transformation Story**

Wednesday, April 19, 2023 | 8:30 - 7:30 pm CT

**Speakers:**

- Laura Stewart**, Chief Academic Officer, PEW Research
- Joseph Harris**, VP Academic & Professional Learning, PEW Research
- Rebecca LaLonde**, Executive Director of English & Literacy Learning
- Hannah Ingram-Holt**, Director of Literacy Learning

**Register now**

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- Highlights include:
- Actionable strategies for moving away from approaches that are not supported by reading science
  - Best practices from living ISD's journey and how educators aligned literacy instruction to improve results for a culturally diverse student population
  - Adding Kid Lips and Sound Walls to translate reading science to classroom practice

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### Contact Us

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