

# Using Sortegories™ in 95 Tier 1 Phonics Solution

Phonics proficiency is built through:

Research-based,  
explicit phonics instruction



Targeted practice that  
reinforces learning

30 minutes of daily, whole-class instruction

Independent practice from sound to syntax

Purposeful practice happens with Sortegories™ by 95 Percent Group, a web-based, teacher-directed practice tool. Sortegories modules can be assigned based on general grade-level expectations or to reinforce skills taught in 95 Phonics Core Program® lessons.

This document outlines a structured approach to leverage the components in 95 Tier 1 Phonics Solution to develop strong foundational skills.

## Explicit Phonics Instruction: 95 Phonics Core Program®

Tier 1 phonics instruction is delivered through 95 Phonics Core Program, classroom-ready, evidence-based lessons for your literacy block. Through explicit, engaging instruction that requires minimal preparation, teachers can build critical phonics skill by initiating the following steps:

- Schedule 95 Phonics Core Program product training by contacting [sales@95percentgroup.com](mailto:sales@95percentgroup.com).
- Begin phonics instruction by teaching 95 Phonics Core Program lessons to the whole group for 30 minutes a day.
- Establish expectations and routines during the first few weeks.

## Purposeful Practice: Sortegories

**Familiarize yourself with Sortegories.**

- Watch [Word Knowledge Network™ video](#) (10 minutes)
- Review [Assign Students Activity Page](#)
- Review [Sortegories™ Student Experience](#)



**Introduce Sortegories to the whole group after 95 Phonics Core Program routines are established.**

- Display Sortegories on the board for all students to see.
- Play the directions for the students.

**I Do: Model 1–3 examples for the students.**

- Include an instructional help demonstration.
- Demonstrate how to repeat the audio.
- Point out how to repeat the example when needed.

**We Do: Engage the students to respond chorally or on individual whiteboards.**

- Complete the We Do for each activity over a period of several days per week.



## Sortegories Implementation Scenarios

After introducing Sortegories activities, follow school or district guidelines to establish Sortegories routines to transition from whole group to small group and independent practice.

### Small Group

Provide additional practice or reteach Tier 1 concepts that have not yet been mastered (following 95 Phonics Core Program Scope and Sequence).

WE DO	YOU DO	FOCUS ON
<p>Display the activity on a teacher device and engage the students in choral response to provide practice and repetition.</p>	<p>Monitor students' responses and provide corrective feedback. Remind the students to use the instructional help icon, repeat the audio, and repeat the example when needed.</p>	<p>Focus on the current Tier 1 skills or review and reteach any grade-level skills that have not yet been mastered.</p>
		<p><b>ASSIGN</b></p> <p>Assign all students the same skill, or differentiate assignments by selecting skills each student needs to strengthen their proficiency.</p>

## Independent Practice

Differentiate for remediation or enrichment.

<b>YOU DO</b>	<b>IMMEDIATE FEEDBACK</b>
	Corrective feedback is provided both within and at the end of each activity.
Students work through the activities, building from Sound to Syntax by engaging in all three rows of practice.	<b>MONITOR</b>
	Monitor student progress using the <a href="#">Assign Students Activity Page</a> resource on the One95 Literacy Platform™.

## Aligning Instruction and Practice in 95 Tier 1 Phonics Solution

95 Phonics Core Program and Sortegories by 95 Percent Group work together to offer a comprehensive learning experience. Students receive explicit instruction and ample practice that is both prescriptive and strategically timed, incorporating distributed and interleaved (mixed) practice. “Practice that’s spaced out, interleaved with other learning, and varied produces better mastery, longer retention, and more versatility” (Brown, 2014). If a skill is first introduced in 95 Phonics Core Program, students will subsequently review it in Sortegories. Conversely, if a skill is first introduced in Sortegories, students will gain early exposure that prepares them for more in-depth learning in 95 Phonics Core Program. Although each resource follows a systematic scope and sequence, the order in which skills are introduced may differ.

Use the table below to determine possible assignments of the Sortegories modules aligned with the 95 Phonics Core Program units. In the table, A1 refers to Sortegories Level A, Module 1. Review modules are assigned based on classroom data.

95 Phonics Core Program Grade Level Units	Sortegories Modules				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grades 4 - 5
1	A1	Review A, B1	B6	Review	Review
2	A2	A5, B2	C4, C6	C1	Review
3	A3	B4	C5, C6	C3	Review
4	A4 (B1, B3)	Review	B5, C2	C3	Review
5	A5	Review	B4, C3	C4, C5, C6	Review
6	A6		Review	C2	Review
7				Review	Review

For a detailed alignment with 95 Phonics Core Program lessons and unit assessments, please refer to the Sortegories™ 95 Phonics Core Program Crosswalk, available on [the One95 Literacy Platform](#).

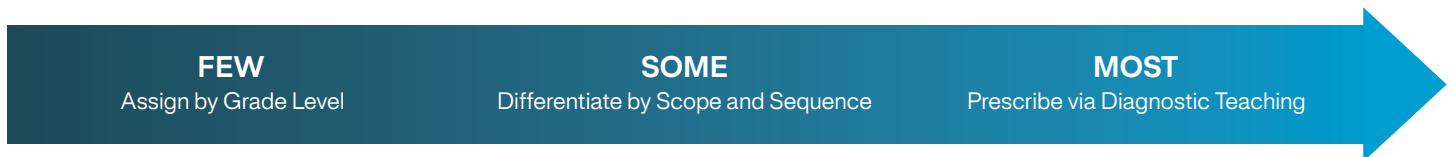
## Differentiation Options

Teachers assign Sortegories modules based on students' grade level, 95 Phonics Core Program lessons, and data-informed insights. Sortegories can be quickly started while teachers and students familiarize themselves with Sortegories (see option 1 below).

As experience grows, teachers can choose to differentiate based on 95 Phonics Core Program Scope and Sequence for some students (option 2) or based on a prescriptive solution for most students (option 3).



### DIFFERENTIATION OVER TIME



## Three ways to get started

### OPTION 1

### Sortegories Quick Start

Assign modules that align to grade-level expectations, monitoring progress to provide support and instruction when needed as students move through the activities.

(See the section below for general grade-level alignments.)

- **Kindergarten:**
  - Start with I Do/We Do for Level A while establishing basic computer skills; Assign Level A modules for Row 1 You Do practice in Winter/Spring
- **Grade 1:**
  - Assign Level A modules
- **Grade 2:**
  - Assign Level B modules
- **Grade 3:**
  - Assign Level C modules



**OPTION 2**

## 95 Phonics Core Program Scope and Sequence

Use the Sortegories™ and 95 Phonics Core Program® Crosswalk to assign modules as extra practice aligned with your Tier 1 lessons.

### How to Access

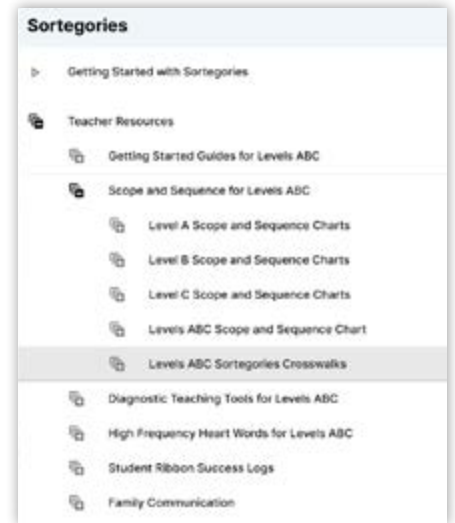
- Access the Sortegories™ and 95 Phonics Core Program® Crosswalk under Teacher Resources.
- Select Scope and Sequence in the [One95 Literacy Platform](#).

**OPTION 3**

## Prescriptive via diagnostic teaching

### Driven by Student Diagnostic Data

- 95 Phonics Core Program Unit Assessments – Assign extra practice on the skills or components where students score below 80%.
- Sortegories Progress Checks (optional) - For more information see Diagnostic Teaching Tools in [the One95 Literacy Platform](#)
- Other district diagnostic assessments
- For more information, read our blog: [Let's get prescriptive with Sortegories™](#)



Sortegories Progress Checks			
Kindergarten	Grade 1	Grade 2	Grade 3
<b>Level A</b> <ul style="list-style-type: none"> <li>▪ Level A Phrase Fluency Untimed, Accuracy only</li> <li>▪ Modules 1 – 6</li> </ul>	<b>Level A</b> <ul style="list-style-type: none"> <li>▪ Level A Phrase Fluency Accuracy, Pacing, Prosody</li> <li>▪ Modules 1 – 6</li> <li>▪ End of Level A Encoding Progress Check</li> </ul>	<b>Level B</b> <ul style="list-style-type: none"> <li>▪ End of Level B Sentence Fluency Accuracy, Pacing, Prosody and Phrase Boundaries</li> <li>▪ Modules 1 – 6</li> <li>▪ End of Level B Encoding Progress Check</li> </ul>	<b>Level C</b> <ul style="list-style-type: none"> <li>▪ Level C Phrase Fluency Accuracy, Pacing, Prosody and Phrase Boundaries</li> <li>▪ Modules 1 – 6</li> <li>▪ End of Level C Encoding Progress Check</li> </ul>

Contact a literacy expert to learn more

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