



LXDRESEARCH
AT CHARLES RIVER MEDIA

95 Phonics Core Program

Research Foundation & Logic Model



Authors:

Rachel Schechter, Ph.D.
Vyshnavi Parthipan, Ed.M.
Isabella Ilievski, Ed.M.

JULY 9, 2025



DEMONSTRATES A RATIONALE

LXD Research Recognition for 95 Percent Group



This product has been rigorously evaluated and is hereby acknowledged for meeting the educational impact criteria of the Every Student Succeeds Act (ESSA), warranting a **[Level IV for "Demonstrating Rationale."** This recognition is based on its proven effectiveness in enhancing grade-level learning outcomes.

REVIEWED BY THE LXD RESEARCH EXPERT REVIEW PANEL



Rachel Schechter, Ph.D.
Founder of LXD Research

[July 9, 2025]

DATE

Educators search for high-quality research and evidence-based interventions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 4:

- ✓ Documentation of how the product's design relates to intended outcomes, with corresponding academic, published research
- ✓ Describes the product's features and outcomes in a logic model
- ✓ A study is planned and/or currently underway
- ★ A third-party research organization has reviewed the documentation for ESSA validation



When product designers leverage learning sciences to design their programs, educators can better target instruction, and students' skills soar. Through interviews with the product designers, an evaluation of their research-informed activities, and a planning of an efficacy study, this product meets the criteria for LXD Research's ESSA Tier 4 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

95 Percent Group unlocks the power of literacy for every child

95 Percent Group builds on science to empower teachers – supplying the knowledge, resources, and support they need to develop strong readers.



Why Phonics Core Program?

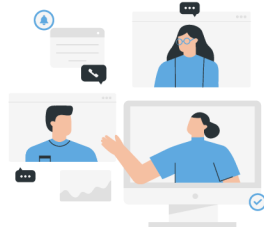
- Compatible with any literacy curriculum, aligning with all CCSS grade-level foundational standards
- Reduces intervention needs using evidence-based resources and methods
- Gradual release model gives educators the tools they need to support students, every step of the way
- 25–30 weekly lessons, taught 30 minutes a day

Building the future of literacy instruction together



Professional Development Courses

Teach students in the way they learn best, using a medium they love.



Webinars

Gives students the time they need to fully understand each concept.



Speaking Engagements

Support learning in any class structure and any grade level.



Workshops

Promote deeper understanding and retention with micro-lessons.

Foundational Research Summary

Product Background & Overview

The 95 Percent Group's Phonics Core Program (95 PCP) was inspired by the belief that with high-quality, evidence-based instruction, at least 95 percent of students can become proficient readers. This conviction is rooted in the personal journey of Dr. Susan Hall, co-founder of the company, who sought effective reading solutions and discovered the transformative power of structured literacy—explicit, systematic, and sequential reading instruction. Motivated by her experiences as both a parent and an educator, Dr. Hall established 95 Percent Group to empower teachers and ensure all students have access to instructional methods proven to work.


The Phonics Core Program is designed to deliver explicit, systematic phonics instruction through a multimodal approach, grounded in decades of research and classroom practice. Its primary focus is to provide educators with ready-to-use, research-aligned lesson libraries and digital resources that support both whole-class (Tier 1) and intervention settings. The program's curriculum is built on foundational research, including the National Reading Panel's recommendations, and incorporates multimodal learning and scaffolded routines to support diverse learners in a classroom environment (Blomert & Froyen, 2010).

What sets 95 PCP apart is its seamless integration of professional learning, evidence-based instructional routines and innovative digital tools. In response to the challenges of remote teaching during the COVID-19 pandemic, the company rapidly developed animated HTML lesson files that mirror the print curriculum and guide teachers and students step-by-step through each lesson. These digital resources ensure consistent, high-quality instruction across classrooms and reduce teacher preparation time, allowing educators to focus on student engagement and mastery (Javed & Odhabi 2018).

Product Research Basis

Gradual Release Model

The Gradual Release of Responsibility (GRR) model which is commonly described as “I Do, We Do, You Do” is a foundational, research-based instructional framework that underpins the design of the Phonics Core Program (95 PCP) (Cooley, 2024). This model is grounded in decades of learning science, drawing on Jean Piaget's work on schema development and Lev Vygotsky's Zone of Proximal Development, which emphasize the importance of guided interactions in building new knowledge (Fisher & Frey, 2013). The GRR model is built on the principle that cognitive work should shift slowly and intentionally from the teacher to the student, providing



explicit support early on and gradually withdrawing that support as students gain competence and confidence.


Each 95 PCP lesson is carefully designed to guide students through the phases of “I Do, We Do, You Do,” ensuring a systematic transition from teacher-led modeling to guided practice and ultimately, independent student mastery. In the “I Do” phase, teachers use scripted routines and digital presentations to model new phonics concepts, verbalizing their thought process and demonstrating each step. This modeling is supported by color-coded scripting and visual cues, making instructional expectations transparent and accessible. The teacher’s edition provides precise language and consistent gestures ensuring a strong foundation for every student (95 Phonics Core Program, n.d.). This initial modeling establishes clear expectations and builds the mental frameworks students need to understand new content (Rosenshine, 2012).

The “We Do” phase centers on guided practice, where teachers and students work together to apply the new skill. During this stage, the teacher provides prompts, cues, and corrective feedback that scaffolds instruction based on student needs and ensures learners are actively engaged. This collaborative approach not only builds confidence but also deepens understanding as students benefit from both teacher guidance and peer interaction (Fisher & Frey, 2013). Some examples of collaborative activities students participate in are choral response, hands-on manipulation of phonics mats and chips, and guided practice with immediate feedback (Harper, 2025). 95 PCP adds an additional element to this phase by having two different levels. The first level focuses on accuracy where the teacher answers with the students. The focus then shifts to fluency in the second level where the students are only responding. These activities allow teachers to scaffold the experience and adjust support based on student needs while gradually building student confidence.

The final “You Do” phase transitions students to independent practice where they apply their learning autonomously. This step is essential for reinforcing skill acquisition, promoting self-regulation and developing metacognitive skills (Dunlosky et al., 2013). In the “You Do” phase, students practice independently and apply what they have learned through workbook activities, digital exercises, and purposeful application tasks (95 Phonics Core Program, n.d.). Teachers are equipped with ongoing assessment tools and embedded checks for understanding which enables them to monitor progress and revisit earlier phases as needed to ensure all students achieve proficiency (Harper, 2025). This cyclical nature of the GRR model allows teachers to revisit earlier phases as needed, making it a flexible and responsive instructional approach.

Multimodal Instruction

Multimodal instruction harnesses the power of engaging multiple senses such as visual, auditory, kinesthetic, and tactile, to deepen student learning and retention in literacy development (Multisensory Instruction in Reading: What Does the Research Tell Us?, n.d.). Decades of research



demonstrate that when students physically manipulate letters and sounds, see and hear them in context, and connect these experiences through movement or touch, they form stronger neural pathways for reading and spelling (Fujita, 2024). This approach is especially effective for diverse learners, including those with dyslexia, as it provides alternative routes for processing and remembering information, making abstract concepts more concrete and accessible.


The 95 Percent Group Phonics Core Program is built on these principles, embedding multimodal routines throughout its lessons. Students use manipulatives such as phonics mats and chips, engage in gestures and call-and-response activities, and participate in sound-spelling mapping exercises that require them to see, hear, say, and physically interact with letters and words. Animated digital resources further enhance this approach by providing visual cues and interactive guidance, ensuring that every student can access instruction through multiple pathways, both in-person and remotely (Schechter & Barker, 2022).

Research underscores that multimodal learning not only accelerates the association between letters and sounds but also improves decoding, word recognition, and reading comprehension. Studies have found that students who participate in structured, multimodal reading programs make significant gains in foundational literacy skills, with improvements in both accuracy and fluency (Multisensory Instruction in Reading: What Does the Research Tell Us?, n.d.). For example, the use of kinesthetic activities such as tracing letters, using hand motions, or manipulating objects has been shown to reinforce memory and facilitate orthographic mapping—the process by which students store written words for instant recognition (Mather & Jaffe, 2021).

Within the 95 Percent Group Phonics Core Program, these research-based multimodal strategies are not only embedded in daily routines but are also supported by digital innovations. Interactive lesson files and digital manipulatives guide students step-by-step, making lessons engaging and ensuring high levels of participation and motivation. This comprehensive approach to multimodal instruction helps bridge the gap for struggling readers and supports all students in building a strong foundation for lifelong literacy (Schechter & Barker, 2023).

Ongoing Assessment and Immediate Feedback

Ongoing assessment and immediate feedback are essential components of effective literacy instruction as it enables teachers to monitor student progress and respond to learning needs in real time. Decades of research in cognitive and educational psychology highlight that formative assessment significantly accelerates learning by reinforcing correct responses, addressing misconceptions promptly and supporting just-in-time instructional adjustments (Dunlosky et al., 2013). Immediate feedback, in particular, has been shown to strengthen retention and promote self-regulation which helps students reflect on and refine their learning strategies (Hattie, 2015).



The 95 Percent Group Phonics Core Program is built on these principles. Teachers use tools such as the Phonics Screener for Intervention (PSI) to monitor skill acquisition and map assessment results directly to targeted lessons in the 95 Phonics Lesson Library™ 2.0, enabling precise, just-in-time interventions for specific subskills (Cooley, 2025). During instruction, both print and digital resources provide structured pauses for formative checks, including techniques like finger-stretching, sound-spelling and syllable mapping. This ensures teachers can gauge understanding and adjust pacing or support as needed.

Unit assessments and digital dashboards also enable teachers to analyze patterns in student errors and adapt instruction accordingly. The efficacy of this approach is supported by studies showing that students using the 95 PCP's assessment and feedback tools demonstrated 28% greater growth in phoneme segmentation fluency and decoding accuracy compared to control groups (LXD Research, 2022). Research further confirms that immediate feedback during practice boosts retention by 40%, and that formative assessment cycles close skill gaps three times faster than traditional quarterly evaluations (Dunlosky et al., 2013). By systematizing assessment and feedback loops, 95 PCP transforms data into actionable insights so that all students receive the support they need to achieve proficiency.

Conclusion

95 Percent Group's Phonics Core Program (95 PCP) is a comprehensive, research-driven solution designed to address the most pressing challenges in foundational literacy instruction. Grounded in the learning sciences and shaped by direct feedback from educators, 95 PCP empowers teachers to deliver explicit, multimodal and systematically scaffolded phonics instruction to every student. By integrating evidence-based strategies such as the Gradual Release of Responsibility model, robust multimodal routines and ongoing assessment and immediate feedback, the program ensures that all learners can engage with and master essential reading skills. What sets 95 PCP apart is its seamless blend of print and digital resources, scripted routines that support teacher efficacy and commitment to actionable data that informs real-time instructional decisions. The program's intentional design enables educators to personalize instruction and foster student confidence and independence.

The long-term vision of 95 PCP is that every child has the opportunity to become a proficient reader, thus unlocking future academic and life success. By equipping educators with research-backed tools and strategies, 95 PCP not only accelerates student achievement but also contributes to a more equitable and literate society. In doing so, the program supports schools and districts in meeting ambitious literacy goals, reducing the need for later intervention and preparing all learners for lifelong success.

95 Percent Group Logic Model

PROBLEM STATEMENT

Students in grades K-5 require explicit, systematic, and sequential instruction of foundational phonics skills, yet most Core ELA programs do not have a robust phonics strand with research-based strategies. When teachers lack proper tools, this results in an excessive amount of students requiring phonics intervention in later grades.

RESOURCES

What resources are or could be available?

- Administrator and grade-level teacher commitment to replace the phonics instruction to core programs with the 20-30 minute Phonics Core Program (PCP) during core/tier 1 instruction
- Assessment Materials: Universal Screener (curriculum based measure) and PCP unit assessments
- PCP Grade-Specific Materials: hands on manipulatives, digital presentation files to enhance instruction in any setting
- Professional Learning: teacher training on use of materials and manipulatives, administrators and reading coaches data-driven instruction training and implementation fidelity (1-3x/year), job-embedded teacher coaching (1-3x/year)

STRATEGIES AND ACTIVITIES

What will the activities, events, and such be?

- Create a daily 20-30 minute phonics block for PCP during core instruction
- Administer the Universal Screener to all students
- Follow the structured literacy dialogue for lessons in the Teacher's Edition, using the presentation files
- Provide students with dozens of practice and engagement opportunities in every lesson
- Measure and support student skill development through unit assessments
- Deliver 2-3 hours initial training for grade-level staff on materials and presentation files
- Deliver teacher, administrator, and coach training sessions to support fidelity of assessment and implementation

OUTPUTS

What are the initial products of these activities?

- All students experience multimodal,, explicit phonics instruction daily
- Students receive focused phonics time with multiple practice opportunities and consistent skill reinforcement
- Students' skills are measured according to the unit assessment schedule
- Students with below benchmark performance on reading indicators receive timely Tier 2 and Tier 3 supports in addition to the Core instruction
- Teachers deliver comprehensive Core phonics lessons using a gradual release model (I Do, We Do (two phases: one for accuracy and one for fluency), You Do)
- Phonics assessments and phonics lessons are consistent across grade/school levels
- Administrators and staff attend the coaching and training sessions to reinforce program implementation fidelity and review data

SHORT-TERM AND INTERMEDIATE OUTCOMES

- Students specific skills are built systematically to prevent/fill gaps in a timely manner, allowing for accelerated skill development
- Students acquire understanding of syllable types and statistical word patterns while engaged in reading and writing tasks
- Students apply new knowledge during classroom activities that require decoding and encoding of words
- Students read more fluently
- Students at or above benchmark or unit assessments and future phonics screeners
- Staff knowledge and expertise of assessment and practices expands

LONG-TERM OUTCOMES AND IMPACTS

- Students maintain grade-level proficiency without additional intervention (reducing costs associated with extra services), passing state reading assessments in grades 3-5
- Teachers build their confidence and competence to effectively and efficiently teach reading to all students
- Schools build institutional knowledge about phonics instruction and new practices for supporting early readers, preventing phonics gaps
- Economic and social benefits of having strong readers, such as reducing dropout rate and increased employment opportunities appear
- Students achieve their desired goals, live to their full potential, and participate in our democratic governance

ASSUMPTIONS

Local health rules and school leadership will enable and support the logistics of replacing the core curriculum phonics strand. Teachers will be open to changing their approach to phonics instruction. Leadership has the skills to enable the culture change for data-driven teaching, including the management of how much change is happening across the school community.

References

95 Phonics Core Program. (n.d.). 95 Percent Group.

<https://www.95percentgroup.com/products/95-phonics-core-program/>

Blomert, L., & Froyen, D. (2010). Multi-sensory learning and learning to read. *International journal of psychophysiology : official journal of the International Organization of Psychophysiology*, 77(3), 195–204. <https://doi.org/10.1016/j.ijpsycho.2010.06.025>

Cooley, M. (2024, October 23). 7 High impact, evidence-based reading comprehension strategies (processes) for educators. 95 Percent Group.

<https://www.95percentgroup.com/insights/7-high-impact-evidence-based-reading-comprehension-strategies-processes-for-educators/>

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, 14(1), 4–58.

<https://doi.org/10.1177/1529100612453266>

Fisher, D., & Frey, N. (2013). Gradual Release of Responsibility Instructional Framework. *IRA E-Sentials*, 3(3). <https://doi.org/10.1598/e-ssentials.8037>

Fujita, R. (2024). The effectiveness of multisensory approaches in teaching reading to children with dyslexia. *International Journal of Literacy and Education*, 4(2), 22–25.

<https://www.educationjournal.info/article/208/4-2-9-682.pdf>


Harper, K. (2025, May 27). 13 Practical strategies for improving student literacy engagement in the classroom. 95 Percent Group.

<https://www.95percentgroup.com/insights/13-practical-strategies-for-improving-student-literacy-engagement-in-the-classroom/>

Javed, Y. & Odhabi, H. (2018) Active Learning in Classrooms Using Online Tools: Evaluating Pear-Deck for Students' Engagement. *Fifth HCT Information Technology Trends (ITT)*, pp. 126-131,

<https://ieeexplore.ieee.org/document/8649515>

LXD Research. (2022). 95 Percent Group Phonics Core Program 2021-2022 Grades K-2 Efficacy Study. https://www.95percentgroup.com/wp-content/uploads/2023/03/95-Percent-Group_95_PCP_Level-1-Efficacy-Report-Spring-2022.pdf



Mather, N., & Jaffe, L. (2021). Orthographic knowledge is essential for reading and spelling. The Reading League Journal, September/October, 2021.

Multisensory Instruction in Reading: What Does the Research Tell Us? (n.d.). (2025)
https://www.reallygreatreading.com/sites/default/files/2025-01/rgr_research_on_multisensory_instruction.pdf

Rosenshine, B. (2012). Principles of instruction: Research-Based Strategies That All Teachers Should Know (pp. 12–39). American Educator.
<https://www.aft.org/sites/default/files/Rosenshine.pdf>

Schechter, R., & Barker, J. (2022, November). Get students reading at grade level. 95 Percent Group. <https://www.95percentgroup.com/insights/get-students-reading-at-grade-level/>

Schechter, R., & Barker, J. (2023, May). Advanced Phonics and Multisyllable routines. 95 Percent Group.
<https://www.95percentgroup.com/insights/teaching-advanced-phonics-with-multisyllable-routines-instruction/>.



LXD Research is an independent research firm that evaluates educational programs with ESSA-aligned methods.

Learn more at www.lxdresearch.com



For additional information about **95 Percent Group** visit:

www.95percentgroup.com