PHONICS CHIP KIT ™
ESSA EVIDENCE PACKET

LXD RESEARCH
95 PERCENT GROUP

# 95 Percent Group Product Portfolio

To get 95 percent of our students reading at grade level...an achievable goal. It's that simple and that important to our company. Our processes are proven. Our approaches are unique.

We are focused on impacting reading achievement in pre-K through Grade 12 students. We achieve this through our dedicated and customized approach. We offer comprehensive education consulting, diagnostic assessments, and instructional materials designed to drive intervention and increase student achievement with all students, especially struggling readers.

Our collection of evidence-based instructional materials, manipulatives, demonstration videos, diagnostic instruments, and other resources continues to grow. Our materials are developed based on the Science of Reading and are designed with a K-8 teacher perspective. Our product line began as we created skills focused materials to address needs identified during our consulting assignments.

Our processes have been field tested with thousands of students and include the use of:

- **Skill continuums** that give educators strategic, actionable insight about the sequence of instruction and provide a framework for identifying progression of skill mastery by grade level;
- **Diagnostic assessments** that align to the skills continuum and help educators identify student deficits to make better decisions about where to begin instruction;
- **Instructional materials** that are evidence-based, practical, and provide the lessons and all components needed to deliver focused, targeted intervention by teachers who have limited time for lesson planning. Our materials were developed by our staff, all of whom are former teachers, based on clients identifying needs and teachers piloting prototypes; and
- **Professional development**, coaching, and follow-up at the district and building level so that data-informed instructional practices and effective interventions are sustained.
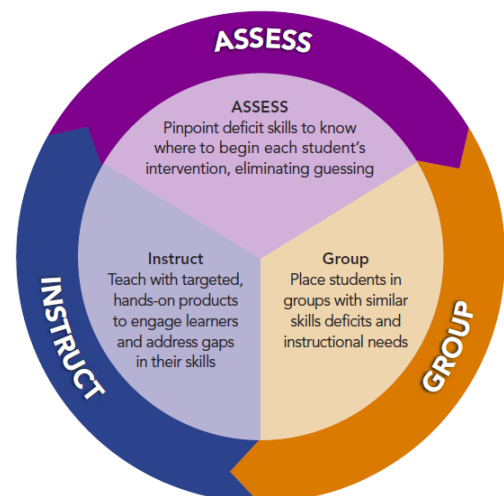
Phonics Chip Kits™: Basic (PH2410) Advanced (PH2420)
Multisyllable (PH2430)

ELA CCSS Strand(s) addressed: Reading, Speaking & Listening, Foundational Skills
Targeted Grade Level(s): K-1
Resource Type: Instructional materials: Teacher Guide and manipulatives for up to 8 students at each level (Basic, Advanced, Multisyllable)

The **Phonics Chip Kit™** (PCK) helps teachers explain phonics patterns using manipulatives and sound-spelling mapping. The kits are available in three levels: Basic, Advanced, and Multisyllable.

Each kit focuses on sound-spelling pattern identification rather than word reading and directs student's attention to identifying individual phonemes in words and analyzing patterns. In addition to the Teacher Guide, the kits for each level include a proprietary design of color-coded shapes to signify the position of consonant and vowel sounds. The use of sound chips helps students see phonics patterns so they can more fluently recognize these patterns while reading unknown words. Rapid and automatic recognition of the pattern provides an avenue to help students know whether to read the syllable or word with a short, long, or other vowel sound.

Each Basic, Advanced, and Multisyllable kit is designed to work with up to 8 students at a time (16 in pairs) and includes:

Teacher Materials
- Magnetic colored blank sound chips
- Magnetic colored spelling chips with letters and/or patterns
- Magnetic sound-spelling mapping mat (single and double row)
- Teacher Guide with explicit instructions showing dialogue and graphics of chip positions

Student Materials
- 8 laminated sound-spelling mapping mats
- 8 sets of blank sound and spelling chips in laminated card stock

The teacher and student materials are contained in a transportable, plastic container.

Each Teacher Guide include a unique collection of multisensory lessons to effectively explain phonics patterns. The lessons are designed to aid teachers in directing students' attention to identifying individual phonemes in words and analyzing sound-spelling patterns.

The *Phonics Chip™ Kit* is aligned with the 95 Percent Group *Phonics Continuum* and *PSI* diagnostic screener. It is recommended that teachers start using the *Basic PCK* in first grade. Advanced and Multisyllable *PCKs* are recommended for grades 2-5.

Phonics Chip Kits™: Basic (PH2410) Advanced (PH2420) Multisyllable (PH2430)

Phonics Chip Kit™ Basic incorporates materials to teach 32 one-syllable phonics concepts:
- Short vowels (6 skills)
- Blends (7 skills)
- Digraphs (6 skills)
- Long Vowels and Phonograms (12 skills)
- Simple Past Tense (1 skill)

Phonics Chip Kit™ Advanced incorporates materials to teach 26 one-syllable phonics concepts:
- Predictable Vowel Teams (5 skills)
- Unpredictable Vowel Teams (6 skills)
- Vowel-*r* and Vowel-*r* Phonograms (6 skills)
- Complex Consonants (7 skills)
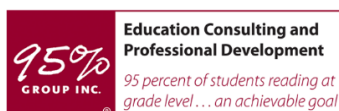- Complex Past Tense (1 skill)

Phonics Chip Kit™ Multisyllable incorporates materials to teach 18 lessons covering the six syllable types, including:
- Closed Syllable (4 skills)
- Silent-*e* Syllable (3 skills)
- Open Syllable (3 skills)
- Vowel Team Syllable (4 skills)
- Consonant-*le* Syllable (1 skill)
- Vowel-*r* Syllable (3 skills)
-

The *Phonics Chip Kits™* are designed to address the many layers of complexity in teaching phonics concepts. All three levels work in conjunction with 95 Percent Group's diagnostic screener *Phonics Screener for Intervention™*, and the lessons are also aligned with the 95 Percent Group *Phonics Continuum* to ensure that students master simple concepts before moving on to more difficult skills.

All lesson plans include the effective use of the gradual release model, teachers are able to measure task competency and adjust instruction, provide additional practice and/or move back to a more scaffolded level of support for skill mastery. Each structured lesson follows the sequence: *I Do* (an explicit teacher demonstration and "think-aloud" of a skill), *We Do* (a teacher-mediated opportunity for students to practice a new skill), *You Do* (an opportunity for students to practice independently with manipulatives).

Click on the links provided to view our a Basic, Advanced, and Multisyllable Sample Lessons, additional *Phonics Chip Kit™* information in our web store, Phonics Chip Kit™ Efficacy Studies and a copy of our *Phonics Continuum*. 95 Percent Group instructional materials and processes are uniquely designed to provide targeted instruction on specific skills and address the knowledge-base and skill-base of learning to read. Research Support for 95PG Products and Screeners provides additional information.

Education Consulting and Professional Development
95 percent of students reading at grade level . . . an achievable goal

95 Percent Group Portfolio

95 Percent Group Products provide both decoding and meaning-focused instruction to supplement core reading instruction and provide intervention for grades K-6.

Grade columns: Kindergarten | First Grade | Second Grade | Third Grade | 4th - 6th Grade

Core
- 95 Phonics Core Program (Kindergarten – Third Grade)
- 95 Phonics Booster Bundle: Summer School Edition (Kindergarten – Third Grade)
- 95 Phonics Booster Bundle: Tune Up (Kindergarten – Third Grade)
- Teaching Blending (Kindergarten – First Grade)
- Multisyllable Routine Cards* (Third Grade – 4th-6th Grade)
- Vocabulary Surge* (Third Grade – 4th-6th Grade)

Assessment
- Phonological Awareness Screener for Intervention (PASI) (Kindergarten – First Grade)
- Phonics Screener for Intervention (PSI) (First Grade – 4th-6th Grade)

Intervention
- Phonological Awareness Lessons (Kindergarten – First Grade)
- Teaching Blending (First Grade – Second Grade)
- Phonics Lesson Library (Basic, Advanced, Multisyllable) (First Grade – 4th-6th Grade)
- Phonic Chip Kit (Basic, Advanced, Multisyllable) (First Grade – 4th-6th Grade)
- (KDG=enrichment) 95 Phonics Skill Series* (Kindergarten – 4th-6th Grade)
- Summer School Edition / Tune Up (First Grade – Third Grade)
- Vocabulary Surge *Grades 5-6 only (4th-6th Grade)
- Comprehension: Grades 3-6 (Third Grade – 4th-6th Grade)

*Can be used in whole group, small group or intervention group

Logic Model for Phonics Intervention Products | 95 Percent Group Inc.

Problem statement: First-third grade students who are struggling with phonics require explicit, intensive, systematic, and sequential instruction that is targeted to specific skills. Teachers do not have the tools they need to identify which students need help with which skills, as well as the curricular materials with research-based strategies for teaching that skill.

Resources (What resources are or could be available?)	Strategies and Activities (What will the activites, events, and such be?)	Outputs (What are the initial products of these activities?)	Short-term and Intermediate Outcomes	Long-term Outcomes & Impacts
Administrator and teacher commitment to implement a *Walk to Intervention* model, including at least 50% more staff than the number of classroom teachers.	Create a daily 30 minute Walk to Intervention block for each grade.	Students are assessed and grouped, and then regrouped, according to the intervention cycle calendar.	Students make progress along the continuum of phonics skills	Students maintain grade-level proficiency without additional intervention (reducing costs associated with extra services), passing state reading assessments in grades 3-5.
School implementation plan for administering assessments and enacting flexible grouping assignments.	Administer the Universal Screener to all students.	Students below benchmark are assessed with phonics diagnostic assessment every three weeks to identify phonics needs.	Students specific skill gaps are addressed in a timely manner, allowing for more accurate and rapid word recognition.	
Assessment Materials: • Universal Screener: Curriculum Based Measure • Diagnostic Assessment: *Phonics Screener for Intervention™* (*PSI*)	Administer PSI to assess students with scores below benchmark on Universal Screener.	Students below benchmark receive focused intervention daily at the designated time.	Students build better understanding of phonics patterns and can demonstrate proficiency in word level reading.	Teachers build their confidence and competence to effectively and efficiently teach reading to all students.
Curriculum Materials: • *Phonics Lesson Library™* (*PLL*) • *Phonics Chip Kit™* (*PCK*) • Teaching Blending (*TB*) • Phonics Skills Series™ Short Vowels	Place students in small groups according to lowest level skill based on *PSI*.	Students receive multiple practice opportunities and consistent skill reinforcement.	Students apply new knowledge during classroom activities that require decoding and encoding of words.	Schools build institutional knowledge about phonics instruction and new practices for supporting early readers who struggle with phonics.
	Create and implement the 3-week intervention cycle calendar to monitor progress and regroup students.	Teachers deliver comprehensive phonics lessons using a gradual release model (I Do, We Do, You Do).	Students read more fluently and exhibit stronger reading comprehension.	
Professional Learning • Teachers & interventionists (Grade 1) training on model and materials • Administrators and reading coaches MTSS and data-driven instruction training (2-3x/year) • Job-embedded teacher coaching (3x/year)	Use research-based instructional dialogue of PLL, PCK, TB, and Phonics Skill Series during intervention block.	Phonics assessments and phonics lessons are consistent across grade/school levels.	Students score at or above benchmark on Universal Screener phonics and passage skill measures.	Economic and social benefits of having strong readers, such as reducing dropout rate and increased opportunities for employment.
	Deliver teacher and administrator coaching sessions to support fidelity of assessment and implementation.	Administrators and staff attend the coaching and training sessions to understand assessment and grouping practices, staffing and guidelines for implementation fidellity.	Staff knowledge and expertise of assessment and practices aligned with science of reading expands.	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 students walking to intervention groups every day, and mixing groups every three weeks. Teachers will be open to changing their approach to phonics intervention and 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.

95% GROUP LLC ®

95 PERCENT GROUP LLC PORTFOLIO STUDY

95 PHONICS CORE PROGRAM,™ PHONOLOGICAL AWARENESS LESSONS, PHONICS LESSON LIBRARY,™ & PHONICS CHIP KIT ™

20-21/21-22 RESULTS – KINDERGARTEN TO SECOND GRADE

ESSA Level 2 Evidence

PROGRAM DESCRIPTION

The 95 Phonics Core Program adds an explicit phonics strand to the daily Reading Block to ensure that all K–3 students receive consistent evidence- and research-based phonics instruction to improve outcomes. Combined with the Phonics Chip Kit (PCK), the Phonological Awareness (PA) Lessons and Phonics Lesson Library (PLL) provides all Tiers the structured literacy support at the level of intensity that they need.

SAMPLE DESCRIPTION

LOCATION: Wicomico County, Maryland

GRADE: Kindergarten - Second Grade

SIZE: 498 students

DEMOGRAPHICS:
- 54% Black/African American
- 8% SPED
- 15% ELL
- 75% Economic Disadvantage

OPPORTUNITY GAP

National reporting that measured the opportunity gap from before the pandemic to Fall 2021 shows a slight dip in students on grade level. For Wicomico, the opportunity loss led to loss 8x greater than the national average for first grade (-3 pts vs. -24 pts).

Difference between Historical Fall & Fall 2021

National | Wicomico

Decrease in % On/Above Grade Level
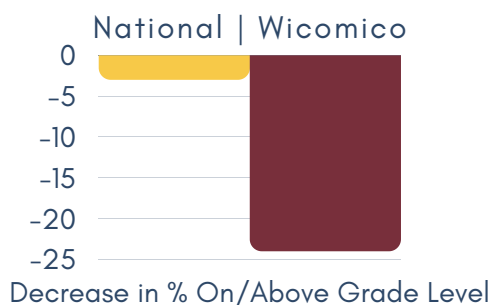
Wicomico leaders piloted all of the 95 Percent Group products in one elementary school during the 2020–2021 school year and rolled them out to all schools for 2021–2022.

CHANGE IN LITERACY TOOLKIT

2020-2021

LITERACY CURRICULUM - REMOTE
Tier 1: County-created curriculum and teacher-created materials
Tier 2/3: iReady lessons (digital)

ONE-SCHOOL PILOT OF NEW TOOLKIT

2021-2022

NEW LITERACY TOOLKIT - IN PERSON
Tier 1 Knowledge: County-created curriculum
Tier 1 Phonics: 95 Phonics Core Program
Tier 2: Phonics Chip Kit
Tier 3: Phonological Awareness Lessons & Phonics Lesson Library
(Tiers 1-3: "95 Portfolio")

ASSESSMENT

iReady Reading
iReady Reading assessment was conducted at the beginning, middle, and end of each school year (2020-2021, 2021-2022).

STUDY DESIGN

The goal of our study was to compare the pilot school (treatment) with a school that started with 95 Percent Group the following year. A pool of schools that were similar to the pilot school in terms of baseline iReady Scores and demographics were identified and one of those schools was **randomly chosen** to be the comparison school.

Number of Students by Grade and Group

Grades	Treatment	Comparison
K | 1st	79 | 101	130 | 130
1st | 2nd	103 | 87	153 | 155

ANALYSIS DESIGN

What was the difference in iReady scores between the two schools over time?

"Waves" of time were examined using an analysis of variance (ANOVA) to understand the difference in scores between the two schools during each wave. Each time period was compared to Fall 2020.

Fall 2020

Spring 2021

Fall 2021
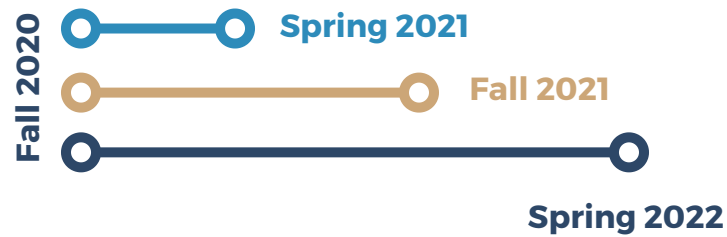
Spring 2022

RESULTS EACH YEAR BY GRADE

The **treatment school outperformed the comparison school** in both grades in 2021-2022. Notably, the Kindergartners in the treatment group made impressive progress during 2020-2021 (+5.5 pts increase).

Change in the % of Students On/Above Grade Level from Fall to Spring

Percentage Point Change

- K, 20-21
- 1st, 21-22
- 1st, 20-21
- 2nd, 21-22

■ Treatment ■ Comparison
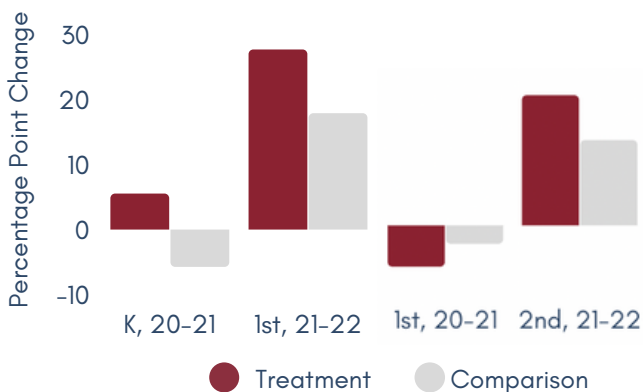
RESULTS OVER TWO YEARS

Both groups showed significant reading gains. Over the two years, the **effect size of the 95 Percent Group portfolio (treatment) group was double that of the comparison group (0.64 vs. 0.31)**

Impact of 95 Portfolio on iReady Gains Over Two Years
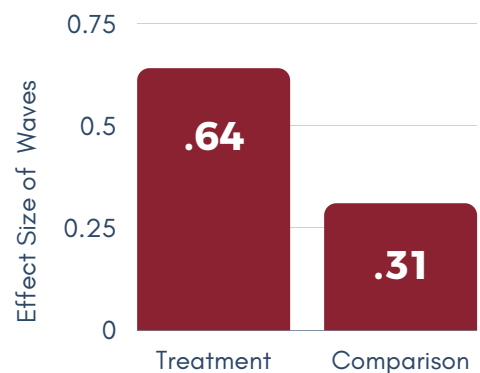
Effect Size of Waves

- Treatment: **.64**
- Comparison: **.31**

PHONICS LESSON LIBRARY™ & PHONICS CHIP KIT™

ESSA Level 3 Evidence

EFFICACY RESEARCH
FALL 2021 RESULTS - FIRST GRADE

PROGRAM DESCRIPTION

The Phonics Lesson Library (PLL) is a Tier 2 or Tier 3 Phonics intervention for grades 1-3. The program aligns with the Phonics Screening Inventory (PSI), a diagnostic and progress monitoring tool to create small groups that receive 20-30-minutes of explicit and systematic phonics instruction using Phonics Chip Kits. Students accelerate skill growth along the Phonics Continuum.

SCHOOL DESCRIPTION

LOCATION: California

GRADE: First

SIZE: 1,042 Students

DEMOGRAPHICS: 82% Hispanic | 33% ELL | 5% Foster/Homeless

STUDY DETAILS

Schools in the district were paired by Spring 2021 ELA scores and then assigned to treatment and comparison groups. Schools in the treatment group used Phonics Lesson Library and Phonics Chip Kit (PLL) to provide targeted, small-group lessons for all students Below or Well Below Benchmark in Fall 2021.

COMPARISON GROUP

LITERACY TOOLKIT
Core: Wonders
Tiers 2-3: Heggerty and a variety of resources

TREATMENT GROUP

REVISED LITERACY TOOLKIT
Core: Wonders
Tiers 2 & 3: **Phonics Lesson Library and Phonics Chip Kit**

ASSESSMENT

ACADIENCE READING
Acadience Reading K-6 was conducted at the beginning-of-year (BOY) and middle-of-year (MOY) during 2021-2022.

COMPARING RESULTS

During Fall 2021, students using the **95 Percent Group's PLL showed similar gains on Acadience Reading to the comparison group** on multiple measures in first grade.

While Wonders has research studies, none have a control group. At the time of this report, Heggerty resources lack any research studies that meet ESSA-level evidence.

Grade	All Students	Tiers 2 & 3
Wonders	Limited Evidence	No Evidence
Heggerty	No Evidence	No Evidence
PLL	Promising Evidence	Promising Evidence

○ **No Evidence**   ◔ **Limited Evidence**   ● **Promising Evidence**

RESULTS FROM RIGOROUS STATISTICAL MODELS

Models accounted for known differences that could impact outcomes (statistical controls).
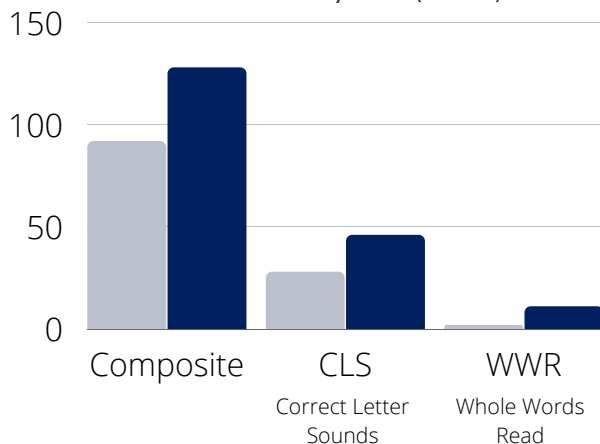
Student Demographics: Gender, Ethnicity, & Foster/Homelessness

Student Supports: EL Status & SPED

Student BOY Benchmark Status

Phonics Diagnostic at BOY

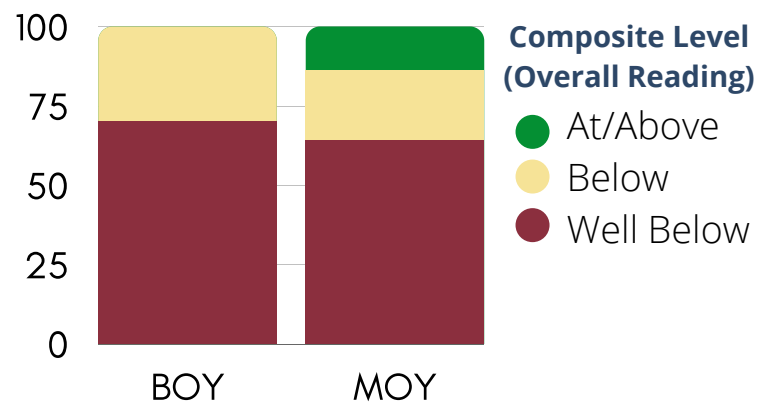**Even with statistical controls, schools with PLL had similar gains to comparison schools.**

Student BOY Status Group	Gains on Composite (Overall Reading)	Gains on Subtests (Phonics)
All Students	→	→
At/Above Benchmark	→	→
Below/Well Below Benchmark	→	→

BOY TO MOY OUTCOMES FOR PLL SCHOOLS

Students in schools using the Phonics Lesson Library with the Phonics Chip Kits made significant and positive gains from the beginning of the year (gray) to the middle of the year (blue).

Chart axis: 150, 100, 50, 0
Categories: Composite, CLS (Correct Letter Sounds), WWR (Whole Words Read)

Nearly 15% of Below and Well Below Benchmark students advanced to At/Above Benchmark in just 4 months, reducing intervention need.

Chart axis: 100, 75, 50, 25, 0
Categories: BOY, MOY

Composite Level (Overall Reading)
- At/Above
- Below
- Well Below

95 Percent Group Research Roadmap

Summer 2022 & 2022-2023 School Year

	2021-2022	**SUMMER/FALL 2022**	**2022-2023 School Year**

Phonological Awareness

PA Lessons
Multi-School Treatment/Comparison Study
Recruitment: Spring 2021
Study Period: 2021-2022
School Year

Report September 2022

Phonics Intervention

Phonics Lesson Library
Multi-School Treatment/Comparison Study
Recruitment: Spring 2021
Study Period: 2021-2022
School Year

Report September 2022

Skill Series
Multi-School Pre/Post Study
Recruitment: Spring 2022
Study Period: 2022-2023
School Year

Report Completed Summer 2023

Core Supplemental

95 Phonics Core Program
Multi-School Treatment/Comparison Study
Recruitment: Spring 2021
Study Period: 2021-2022
School Year

Report Completed September 2022

Teaching Comprehension
Multi-School Pre/Post Study
Recruitment: Spring 2022
Study Period: 2022-2023
School Year

Report Completed Summer 2023

MSRC

Site Recruited Spring 2022

Multsyllable Routine Cards
Multi-School Treatment/Comparison Study
Recruitment: Spring 2022
Study Period: 2022-2023
School Year

Report Completed Summer 2023

PASI/PSI

Multi-School Evaluation of PASI/PSI gains and
Acadience & CORE PA/Phonics Tests

Report Completed September 2022

Shape Key

- Experimental Design (Level 1)
- Quasi-Experimental Design (Level 2)
- Correlational Design (Level 3)
- Key Milestones
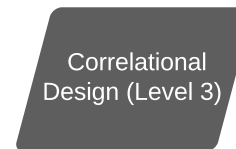
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