



**Alignment of 95 Percent Group's Products with IDA's paper on
*Effective Reading Instruction for Students with Dyslexia***

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95 Percent Group
Co-Founder and CEO**

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Published by the International Dyslexia Association. <https://dyslexiaida.org/what-is-structured-literacy/>

The International Dyslexia Association (IDA) has published on its website a Fact Sheet and an infographic describing the elements and instructional principles of Structured Literacy for students with dyslexia. These 2 resources are:

- IDA, 2017. *Effective Reading Instruction for Students with Dyslexia*. From a series called “Just the Facts” Copyright 2017, The International Dyslexia Association (IDA)
- IDA, 2016. *What is Structured Literacy?: A Primer on Effective Reading Instruction*. Published by the International Dyslexia Association. <https://dyslexiaida.org/what-is-structured-literacy/>

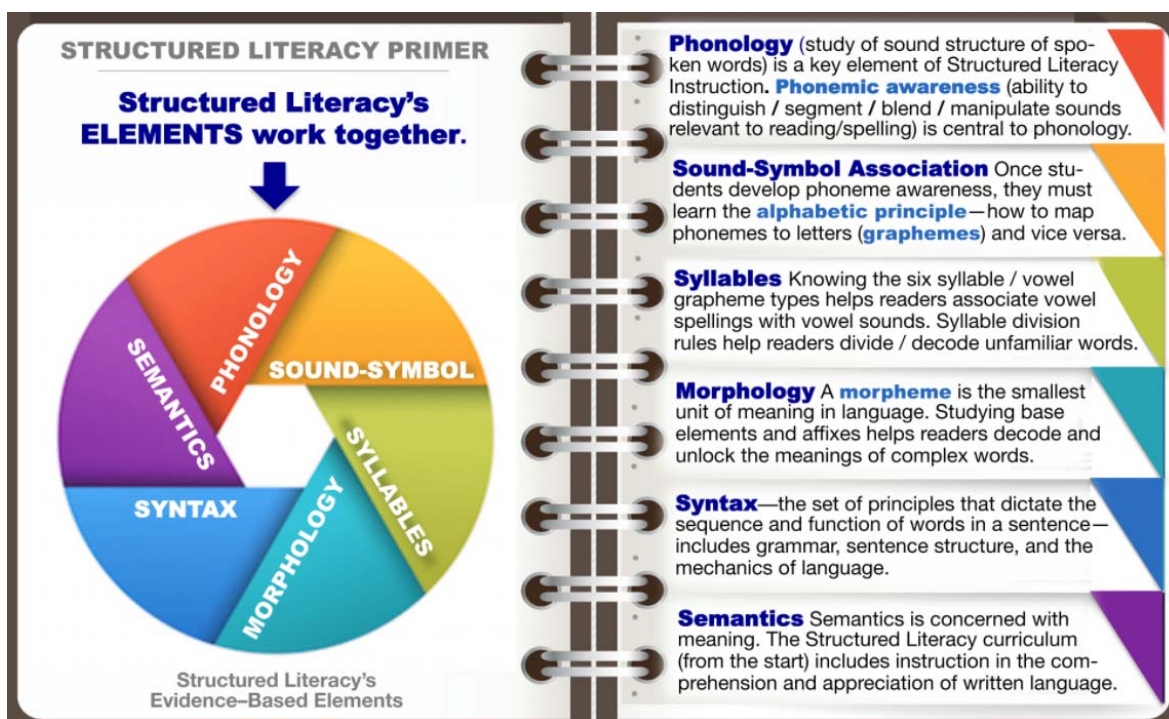
The purpose of this paper is to review the alignment of 95 Percent Group's instructional materials called the *Phonics Lesson Library™ (PLL™)* and *Phonological Awareness Lessons (PA Lessons)* with the elements and instructional principles advocated by IDA for students with dyslexia. IDA describes structured literacy in the quote below:

“Structured Literacy explicitly teaches systematic word-identification/decoding strategies. These benefit most students and are *vital* for those with dyslexia.” (IDA, 2016)

The IDA paper outlines 6 elements and 3 instructional principles of a Structured Literacy Program. Each is discussed below. Excerpts from the Long Vowel Silent-e, Long i lesson are included, which is one of the 75 lessons comprising the *Phonics Lesson Library™ (PLL™)*.

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Elements of a Structured Literacy Program



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The 6 Elements of Structured Literacy

Element #1: Phonological Awareness including six sub areas of Awareness for Phonemes and Syllables.

In 95 Percent Group's proposal an instructional material is included for all participating teachers at the elementary level. The proposal includes:

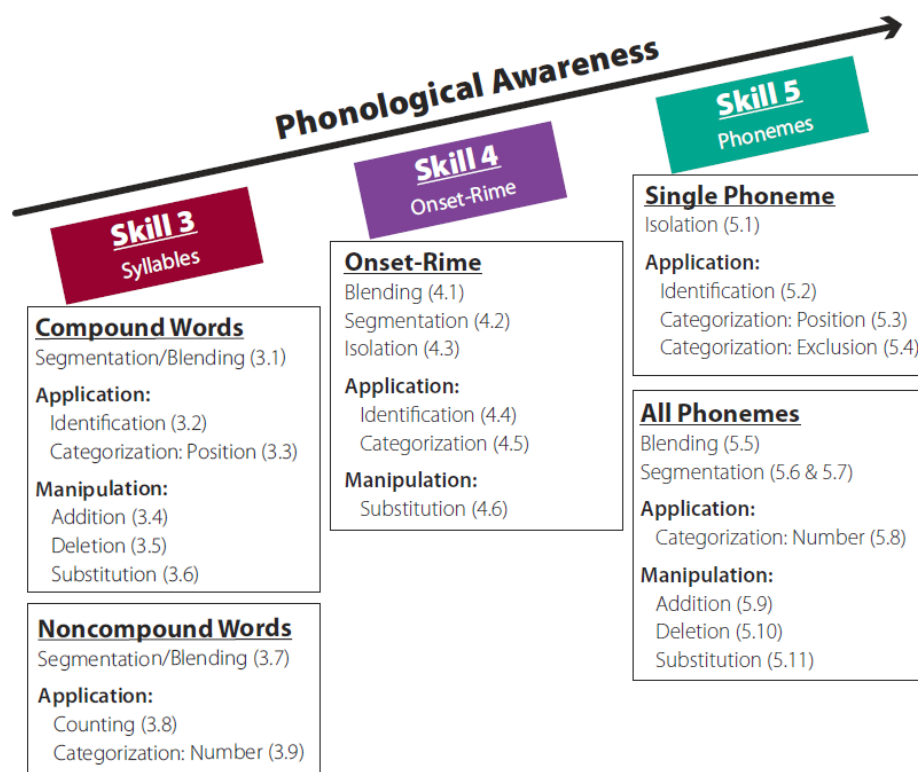
- A school site license for the diagnostic assessment (the *Phonological Awareness Screener for Intervention™*, or *PASI™*). The license enables all staff of the school to use it into perpetuity and the student scoring forms can be copied in the school so there are no forms to purchase. This diagnostic assessment enables teachers to pinpoint exactly which of the 25 phonological awareness skills a student has mastered and which are deficit. (There are also 14 readiness skills that involve academic language used during instruction such as *first*, *last*, *same*, *different*, etc.)
- The instructional resource called the *Phonological Awareness Lessons Deluxe Kit (PA Lessons)* which is a teacher kit and includes everything teachers need to work with up to 5 students at a time for PA intervention. There are 25 phonological awareness skills covered in the lessons, but not all are taught to each student depending upon how a child scores on the initial screening of the PASI diagnostic assessment (Form A). Since the PASI skills align exactly with the same skill numbers in the instructional materials (PA Lessons), grouping and determining which lesson to



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start on is very straight forward. For example, if a student passes all the syllable and onset-rime skills (skills 3 & 4) on the pretest but doesn't score 80% or higher on the first phoneme skill (skill 5.1), then this student's intervention instruction would start at the phoneme level and the teacher would instruct on the 11 phoneme skills as needed. There are 2 alternate forms of the PASI (Forms B and C) for progress monitoring. After each round of intervention the teacher will assess the skills taught with Form B and determine if the student needs instruction on the next skill on the continuum.

- Both the PASI and the PA Lessons are aligned with 95 Percent Group's Phonological Awareness continuum.

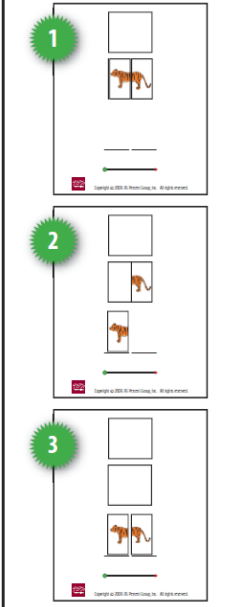
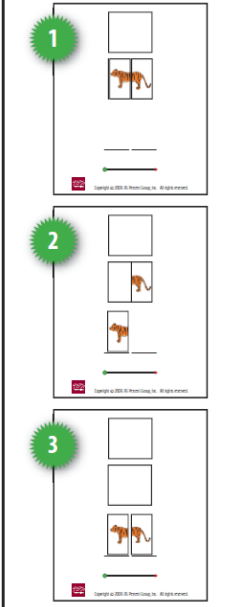
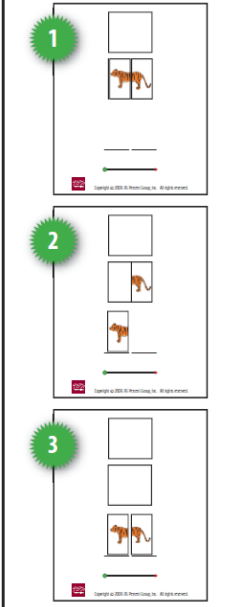
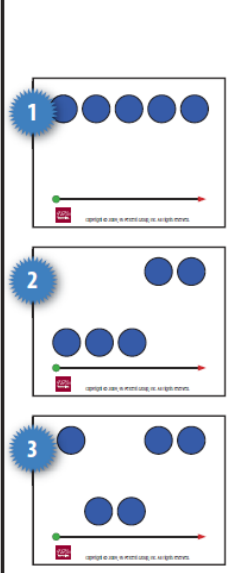
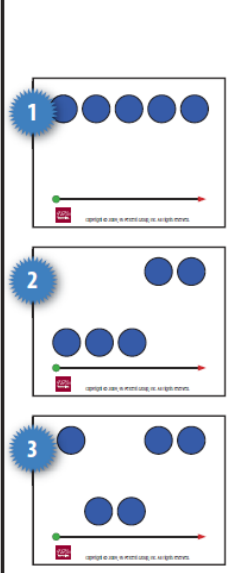
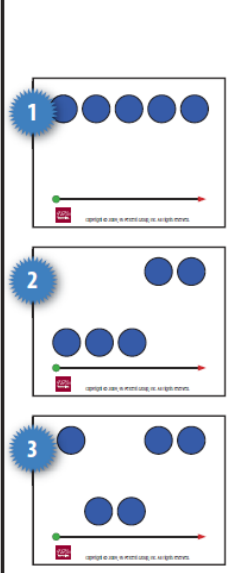


NOTE: The excerpts in the phonological awareness portion of this section are from the 95 Percent Group's *Phonological Awareness Lessons (PA Lessons)*.

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| Phonological Awareness | | | | | |
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| Syllable Deletion (Skill 3.5) | <table border="1"> <thead> <tr> <th>Manipulatives</th><th>Instructional Procedures</th></tr> </thead> <tbody> <tr> <td>  </td><td> <p>I Do—Shapes</p> <ul style="list-style-type: none"> We're going to learn how to take syllables away to make new words. We'll use this mat and some rectangles. I'm going to say a word and then take away a syllable to make a new word. 1. Watch me. My turn. I put a blue and yellow rectangle for the word <i>football</i> at the top of the mat. (Place both rectangles at top of mat.) 2. I pull the rectangles down while saying each syllable in the word. <i>Football</i>. 3. (Point to the second rectangle and push it up.) Take away <i>ball</i>. The new word is <i>foot</i>. (Model several examples for students.) </td></tr> </tbody> </table> | Manipulatives | Instructional Procedures |  | <p>I Do—Shapes</p> <ul style="list-style-type: none"> We're going to learn how to take syllables away to make new words. We'll use this mat and some rectangles. I'm going to say a word and then take away a syllable to make a new word. 1. Watch me. My turn. I put a blue and yellow rectangle for the word <i>football</i> at the top of the mat. (Place both rectangles at top of mat.) 2. I pull the rectangles down while saying each syllable in the word. <i>Football</i>. 3. (Point to the second rectangle and push it up.) Take away <i>ball</i>. The new word is <i>foot</i>. (Model several examples for students.) |
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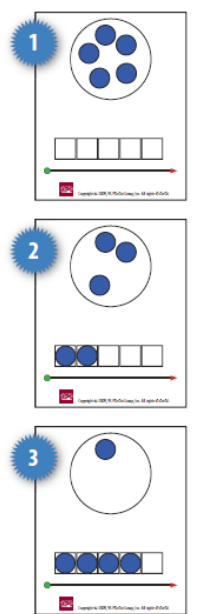
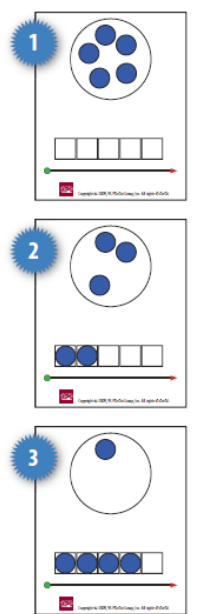
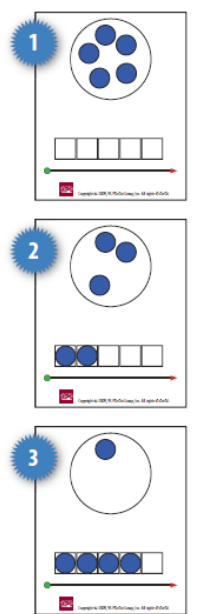
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| <p>Syllable Sequencing of Sounds and Syllables (All Skill 3 lessons)</p> | <p>Students receive practice sequencing syllables in all the skill 3 lessons. The PA continuum is listed below which shows the 8 syllable lessons under skill 3.</p> <p>See PA continuum above.</p> | | | | |
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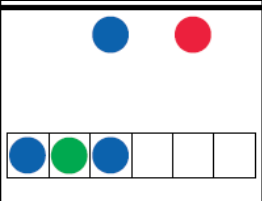

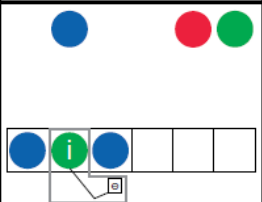
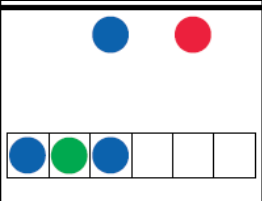

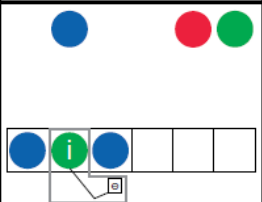
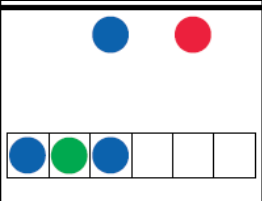

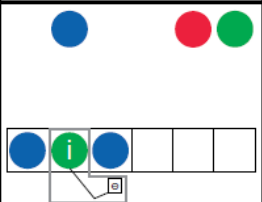
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| <p>Phoneme Blending (Skill 5.5)</p> | <table border="1"> <thead> <tr> <th>Manipulatives</th><th>Instructional Procedures</th></tr> </thead> <tbody> <tr> <td data-bbox="451 1314 667 1440"> </td><td data-bbox="683 1041 1382 1465"> <p>I Do—Pictures (with flip book)</p> <ul style="list-style-type: none"> We're going to learn how to hear and isolate every sound in a word. You know how to isolate the first sound in words. Now we'll start listening for <u>all</u> of the sounds. 1. (Show flip book: <i>toe</i>, <i>bee</i>, <i>key</i>. Introduce puppet to students.)* This is Barney. Barney is a buffalo and speaks only buffalo language. <ul style="list-style-type: none"> Look at these words with Barney. He'll say one of the words to us in buffalo language. 2. Watch me. My turn. The words are <i>toe</i>, <i>bee</i>, <i>key</i>. Barney says some sounds and then I put them together to make a word. (Have Barney look at the pictures, turn him toward the students, and have him "say" the phonemes. <i>Make sure you pause for one second between each phoneme.</i>) <ul style="list-style-type: none"> Barney says /t/.../ō/. First, I have to blend the sounds Barney said to make them sound like a word I know, /t/ /ō/. Next, I look at the words to see if any of them is /t/ /ō/. Here it is; <i>t-ōō</i> is <i>toe</i>. <ul style="list-style-type: none"> (Model several examples for students using 2- and 3-phoneme words.) <p>*NOTE: Use any animal puppet with a mouth that opens.</p> </td></tr> </tbody> </table> | Manipulatives | Instructional Procedures | | <p>I Do—Pictures (with flip book)</p> <ul style="list-style-type: none"> We're going to learn how to hear and isolate every sound in a word. You know how to isolate the first sound in words. Now we'll start listening for <u>all</u> of the sounds. 1. (Show flip book: <i>toe</i>, <i>bee</i>, <i>key</i>. Introduce puppet to students.)* This is Barney. Barney is a buffalo and speaks only buffalo language. <ul style="list-style-type: none"> Look at these words with Barney. He'll say one of the words to us in buffalo language. 2. Watch me. My turn. The words are <i>toe</i>, <i>bee</i>, <i>key</i>. Barney says some sounds and then I put them together to make a word. (Have Barney look at the pictures, turn him toward the students, and have him "say" the phonemes. <i>Make sure you pause for one second between each phoneme.</i>) <ul style="list-style-type: none"> Barney says /t/.../ō/. First, I have to blend the sounds Barney said to make them sound like a word I know, /t/ /ō/. Next, I look at the words to see if any of them is /t/ /ō/. Here it is; <i>t-ōō</i> is <i>toe</i>. <ul style="list-style-type: none"> (Model several examples for students using 2- and 3-phoneme words.) <p>*NOTE: Use any animal puppet with a mouth that opens.</p> |
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Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*





| <p>Phoneme Segmenting (Skills 5.6 & 5.7)</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFD700;"> <th style="width: 35%;">Manipulatives</th><th style="width: 65%;">Instructional Procedures</th></tr> </thead> <tbody> <tr> <td style="vertical-align: top;">  </td><td style="vertical-align: top;"> <p>I Do—Shapes</p> <ul style="list-style-type: none"> We're going to practice segmenting longer words. We'll use this mat and some circles. Sometimes a word has sounds that blend at the beginning. <ol style="list-style-type: none"> (Place 5 blue circles on mat as shown.) The word is snail. Watch me. My turn. Snail. I'll segment the 2 beginning sounds in snail. <ul style="list-style-type: none"> The 2 beginning sounds are /sn/. I pull a circle down as I say /s/ and another circle as I say /n/. (Replace circles in larger circle on mat.) Now I'll say all of the sounds in the word snail. I pull a blue circle down for each sound I hear. As I move the circle, I make the sound, /s/.../n/.../a/.../l/. <ul style="list-style-type: none"> I slide my finger along the line and say the word again, snail. <ul style="list-style-type: none"> (Model several examples for students.) </td></tr> </tbody> </table> | Manipulatives | Instructional Procedures |  | <p>I Do—Shapes</p> <ul style="list-style-type: none"> We're going to practice segmenting longer words. We'll use this mat and some circles. Sometimes a word has sounds that blend at the beginning. <ol style="list-style-type: none"> (Place 5 blue circles on mat as shown.) The word is snail. Watch me. My turn. Snail. I'll segment the 2 beginning sounds in snail. <ul style="list-style-type: none"> The 2 beginning sounds are /sn/. I pull a circle down as I say /s/ and another circle as I say /n/. (Replace circles in larger circle on mat.) Now I'll say all of the sounds in the word snail. I pull a blue circle down for each sound I hear. As I move the circle, I make the sound, /s/.../n/.../a/.../l/. <ul style="list-style-type: none"> I slide my finger along the line and say the word again, snail. <ul style="list-style-type: none"> (Model several examples for students.) |
|---|--|---------------|--------------------------|---|--|
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| <p>Sequencing of Sounds and Syllables (Skill 5 lessons)</p> | <p>Students receive practice sequencing phonemes in all the eleven Skill 5 lessons. The PA continuum is listed below which shows the 11 phoneme lessons under skill 5.</p> <p>See PA continuum above.</p> | | | | |

Sound-Symbol

In the *PLL*™ lessons, the mapping of sounds to letters (graphemes) is explicitly taught. Here are several places this can be seen:

| | | | |
|---|--|---|--|
| <p>Day 1 - Chips</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 35%; text-align: center;">  </td><td style="width: 65%;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p>The first word is <u>pine</u>. The sounds are /p/ /i/ /n/. Watch me pull down the chips: a blue chip for /p/, a green chip for /i/, and another blue chip for /n/. Let's review: /p/ /i/ /n/, <u>pine</u>.</p> </div> <div>  <p>The word <u>pine</u> has the long /i/ vowel sound. I'll replace the green sound chip with the green i spelling chip. This is one way to spell the long /i/ sound. Notice that i and e are connected, and there's a blue chip in between. This represents the silent-e pattern. Let's review: /p/ /i/ /n/, <u>pine</u>. The word <u>pine</u> has the silent-e pattern.</p> </div> </td></tr> </tbody> </table> |  | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p>The first word is <u>pine</u>. The sounds are /p/ /i/ /n/. Watch me pull down the chips: a blue chip for /p/, a green chip for /i/, and another blue chip for /n/. Let's review: /p/ /i/ /n/, <u>pine</u>.</p> </div> <div>  <p>The word <u>pine</u> has the long /i/ vowel sound. I'll replace the green sound chip with the green i spelling chip. This is one way to spell the long /i/ sound. Notice that i and e are connected, and there's a blue chip in between. This represents the silent-e pattern. Let's review: /p/ /i/ /n/, <u>pine</u>. The word <u>pine</u> has the silent-e pattern.</p> </div> |
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Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

| | |
|---|--|
| <p>Day 1 – Word Reading Accuracy</p> | <div> <div>I DO Teacher models.</div> <ul style="list-style-type: none"> Now we'll read some words. Watch what I do to read this word. Show the first Teacher Word Card. (<u>side</u>) <ul style="list-style-type: none"> First, I decide if this is a silent-e or not silent-e syllable. I find the vowel letters. With my fingers in a v-shape, I touch the vowels. There are two vowel letters. There is a single i, a single consonant, and a silent-e. Tap fingers in v-shape below the two vowels. The syllable type is silent-e, and the vowel sound is /i/. I sweep a finger under the word and say, <u>side</u>. This word follows the long vowel i silent-e pattern. I place the word card under the Long i Header Card. I'll read another word. Show the Teacher Word Card for a contrast word. (<u>Sid</u>) <ul style="list-style-type: none"> I find the vowel letter and touch under it. There is only one vowel letter. Tap the vowel. This is not silent-e. Make "No" gesture. The syllable type is closed (closed gesture), the vowel sound is /i/, and the word is <u>Sid</u>. I place the word card under the Short i Header Card. <div> <div>like, mile, pine, pipe, ride, side, size, time, tire</div> <div>Contrast Words: bit, fin, lick, mill, pin, pip, rid, Sid</div> </div> <div> <div>ī </div> <div>ī </div> <div>side </div> <div>Sid </div> </div> </div> |
| <p>Days 2 & 3 – Sound- Spelling Mapping</p> | <div> <div>Word Building</div> <div>5 Minutes</div> </div> <div> <div>Sound-Spelling Mapping</div> <div>MATERIALS Sound-Spelling Mapping paper and pencils/dry erase markers</div> </div> <div>I DO Teacher models. 1 Minute</div> <ul style="list-style-type: none"> Today you'll learn how to spell words that have the long vowel silent-e syllable type. Watch how I use the Sound-Spelling Mapping paper. Each box holds only one sound. The word is <u>hide</u>. I'll segment the word and tap one box for each sound I hear: /h/ /i/ /d/. I heard three sounds. Now I'll write the letters that represent each sound. Write letters in boxes. The word is <u>hide</u>. I put the silent-e in the box with the letter d. The silent-e cannot be in a box by itself because it doesn't spell a sound—it's part of the long vowel silent-e pattern. Write the e smaller and in the bottom of the box with the d. OPTIONAL: Draw a v-shape from the i to the small letter e. <div>Model with contrast word. (<u>hid</u>)</div> <div> <div>WORD LIST Passage 1</div> <div>Pattern Words: bike, fine, life, like, mile, pine, pipe, ride, side, size, time, tire</div> <div>Contrast Words: bit, fin, lick, mill, mitt, pin, pip, rid, Sid</div> </div> <div> <div>h i d e</div> <div>h i d</div> </div> |



Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

| | |
|------------------------------------|--|
| Days 3 & 5 – Sentence Dictation | <div style="border: 1px solid black; padding: 10px;"> <div style="background-color: #c00000; color: white; padding: 5px; display: flex; justify-content: space-between;"> Sentence Dictation 4 Minutes </div> <p>MATERIALS Paper/pencil or whiteboard/dry erase marker</p> <p><u>Writing the sentence:</u></p> <ul style="list-style-type: none"> • I'll tell you a sentence. Then you'll repeat the sentence with me before you write it. • The sentence is _____. Say it with me. Let's say the sentence one more time. • Now, write the sentence on your paper/whiteboard. If you forget the sentence, I'll tell you the next words. <p>While students write the sentence, write the sentence with correct spelling and punctuation onto a whiteboard or sentence strip for proofreading.</p> <p><u>Proofreading the sentence:</u></p> <ul style="list-style-type: none"> • Now that you are finished, look at my sentence. Put a dot under each letter that's correct. If you didn't spell it correctly, correct it now. <p>When the students are finished proofreading, have them read the sentence aloud. OPTIONAL: Students may go back and underline pattern words in their sentences.</p> <p>GOAL Students accurately write and proofread sentences containing pattern and contrast words.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center; background-color: #c00000; color: white; margin: -10px -10px 10px -10px;">Passage 1 Sentences</p> <p>Slim likes to ride bikes.</p> <p>We have time to ride a mile.</p> <p>The side of the bike is fine.</p> </div> </div> |
| Days 4 & 5 – Word Chains | <div style="border: 1px solid black; padding: 10px;"> <div style="background-color: #c00000; color: white; padding: 5px; display: flex; justify-content: space-between;"> Word Building 6 Minutes </div> <p><u>Word Chains</u></p> <p>MATERIALS Paper/pencil or whiteboard/dry erase marker</p> <p>I DO Teacher models.</p> <ul style="list-style-type: none"> • We'll start with one word and then spell others in a word chain. We'll add, delete, or substitute one sound at a time to spell a new word. • I'll start by writing the word <u>rid</u>. I want to change <u>rid</u> to <u>ride</u>. One sound changes: the short i changes to long i. • I'll write the word <u>ride</u> under <u>rid</u>. I add the letter <u>e</u> to the end of <u>rid</u> to spell <u>ride</u>. • Next I'll change <u>ride</u> to <u>side</u>. The /r/ sound changes to /s/. • Now I'll write the word <u>side</u> under <u>ride</u>. I change the letter <u>r</u> to <u>s</u>. • Finally, I'll change <u>side</u> to <u>Sid</u>. The /i/ sound changes to /i/. I delete the silent-e. <div style="border: 2px solid #0070c0; padding: 10px; margin-top: 10px; text-align: center;"> <u>rid</u> <u>ride</u> <u>side</u> <u>Sid</u> </div> </div> |

Element #2: Alphabetic Principle/Phonics

95 Percent Group's *Phonics Lesson Library™ (PLL™)*

Copyright © 2014, 95 Percent Group Inc. Phonics Lesson Library, Skill 5.2: Long Vowel Silent-e, Long i.

In 95 Percent Group's *Phonics Lesson Library™ (PLL™)* the study of the sound structure of spoken words is taught explicitly. On the first day of the five-day lesson plan under the "Teach New Concept" section of the lesson, teachers guide students through a discussion of the sound that will be studied in that lesson. While teachers say words, students are asked to raise a hand if the word contains the sound and gesture 'no' if they don't hear the target sound in the word. Teachers next model making the sound and talk about the sound's place and manner of articulation. After listening to the teacher, students use mirrors to see the place of articulation (open or closed mouth, position of chin or lips, etc.) and touch their throat to observe if the sound is voiced or unvoiced.

Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

Teach New Concept
20 Minutes

1. Can you hear the sound? 2 Minutes

MATERIALS None

- Today we are going to learn to read and spell words with the /i/ sound. Before we begin, I need to know if you can hear this sound.
- I'm going to say some words. If you can hear the /i/ sound, raise your hand. If you don't hear the /i/ sound, show me the "No" gesture (palm facing down, move hand from side to side).
- The first word is like. Students raise hands.
- The next word is lick. Students make "No" gesture.

Using word list provided, say each word and ask students to raise hand or give "No" gesture.

2. Can you make the sound? 3 Minutes

MATERIALS 1 mirror per student

I DO Teacher models.

- Watch my mouth. I'll say the /i/ sound.
- With my hand on my throat, I feel if there is a vibration when I say /i/. Since there is a vibration, the /i/ sound is voiced.
- The /i/ sound is a continuant because I can hold it without stopping. Listen, /i/.
- When I make the /i/ sound, my mouth is open and my chin drops. My lips are relaxed. My tongue is just behind my bottom teeth.

WE DO Hand out mirrors to students.

- Look in your mirror while making the /i/ sound. Is your mouth open or closed? Are your lips round or smiley? Where is your tongue? Put your hand on your throat. Do you feel a vibration when you say /i/?
- I'm going to say some words. If you hear the /i/ sound in the word, say /i/. If you don't hear the /i/ sound, say "No."

Use word list provided. Listen for and correct articulation errors.

GOAL Students hear and make focus sound in spoken words.

WORD LIST **Passage 1**

bike, rid, tire, mill, fine, time,
lick, pipe, Sid, life, size, bit, like,
side, fin, mile, ride, pin, pine, pip

Phonological and phonemic awareness instruction can be found in many places in the lesson. While not an exhaustive list, below are 2 places where phonemic awareness occurs in the *PLL™* lessons:

Day 1 -
Review

Review
2 Minutes

Phonemic Awareness: Substitution

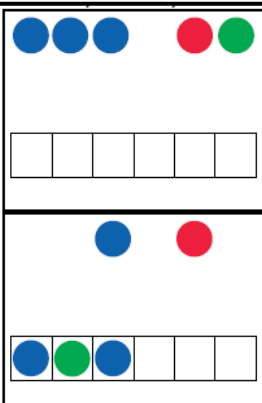


MATERIALS None

- Say _____. Change /_/ to /_/ .
New word?

GOAL Students accurately substitute sounds and blend new words.

| | | | |
|-------|----------------------------|-------|---------------------------|
| scrap | change /ā/ to /ā/ = scrape | past | change /ā/ to /ā/ = paste |
| shade | change /ā/ to /ā/ = shad | shack | change /ā/ to /ā/ = shake |
| grade | change /ā/ to /ā/ = grad | skate | change /ā/ to /ā/ = scat |
| plat | change /ā/ to /ā/ = plate | flack | change /ā/ to /ā/ = flake |
| tack | change /ā/ to /ā/ = take | grace | change /ā/ to /ā/ = grass |
| pale | change /ā/ to /ā/ = pal | glade | change /ā/ to /ā/ = glad |

Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

| | |
|------------------|--|
| Day 1 - Chips |  <div style="margin-top: 10px;">  <p>I'm going to use chips to represent sounds in a word. The blue chips represent consonant sounds, the red chip represents a short vowel sound, and a green chip represents a long vowel sound.</p> </div> <div style="margin-top: 10px;">  <p>The first word is <u>pine</u>. The sounds are /p/ /ī/ /n/. Watch me pull down the chips: a blue chip for /p/, a green chip for /ī/, and another blue chip for /n/. Let's review: /p/ /ī/ /n/, <u>pine</u>.</p> </div> |
|------------------|--|

Element #3: Syllable Instruction

The syllable types are taught throughout the *PLL*™ lessons. Students learn that by knowing the syllable type they will become proficient at pronouncing the vowel sound correctly. This helps in decoding unfamiliar words. One of the steps of the “Teach New Concept” section is to explicitly define the syllable type and sort word cards by type while using the syllable gesture. This is shown in the excerpt below from Day 2 of the lesson plan.

3. Can you sort the cards by syllable type?

WE DO Teacher and students sort pattern words and contrast words into the pocket chart. 1 Minute

MATERIALS Teacher Word Cards Passage 1, Teacher Sound-Spelling Header Cards (long i and short i), pocket chart

- Let's review. What syllable type are we studying? **Long vowel silent-e**
- What is a long vowel silent-e syllable pattern? **One vowel, one consonant, and a silent-e at the end**
- What kind of vowel sound do you hear in a silent-e syllable? **Long**
- Let's sort two words together. Choose one silent-e pattern and one closed syllable pattern word for the review.
- Pretend to touch the vowel letter or letters.
- How many vowel letters?
 - 1 vowel—Ask:
 - Syllable type and gesture? **Closed gesture** Closed fist
 - Sound? **/ī/**
 - Where should we place this word card? **Under the Short i Header Card**
 - 2 vowels—Ask:
 - Syllable type and gesture? **Silent-e** Silent-e gesture.
 - What's the letter pattern? **One vowel, one consonant, and a silent-e at the end**
 - Sound? **/ī/**
 - Where should we place this word card? **Under the Long i Header Card**

After sorting two cards with students, move to the You Do.


Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*


YOU DO Students independently sort their own set of Student Word Cards. 5 Minutes



MATERIALS Student Word Cards Passage 1, Student Sound-Spelling Header Cards (long i and short i)

- Now it's your turn. You will sort your words into a closed syllable group and a silent-e syllable group.
- Place your two Header Cards on the table.
- Place your word cards in a stack. Take one card off the stack, and put it on the table in front of you.
- Using your pointer finger, find the vowel letter or letters.
- If the word is a closed syllable, make the closed syllable gesture, touch the vowel letter with one finger, and say its sound as you slide the card under the Short i Header Card.
- If the word is a silent-e syllable, make the silent-e gesture by touching both vowel letters with your fingers in a v-shape, and say its sound as you slide the card under the Long i Header Card.
- Sort all your words.

GOAL Students describe the silent-e pattern as one vowel letter, one consonant letter, and a silent-e at the end. Students identify words that contain the silent-e syllable, provide the silent-e gesture, and produce the correct vowel sounds.

| | |
|------|---|
| ī |  |
| fine | fin |

| | |
|------|---|
| ĩ |  |
| ride | rid |

Element #4: Morphology/Vocabulary

Morphology is the study of a word's meaning through the meaning of the base or root (or Greek combining form), prefixes, and suffixes. This is the one element that is not as explicitly taught in the *PLL*[™] lessons as the other 5 elements and 3 principles outlined by IDA. We do have another product, *Vocabulary Surge*[™], which focuses directly on morphology.

Element #5: Grammar/Syntax

In the *PLL*[™], lessons students are explicitly taught about grammar, sentence structure, and the mechanics of language several places in the lesson plan. The importance of phrases as a structural unit of a sentence is emphasized when students practice reading phrases in the fluency section of the lesson. Additionally they write sentences to dictation; while each student compares his/her sentence to the one the teacher shows on a white board, the importance of capitalization and proper punctuation is reinforced.

Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

Days 3 & 4–
Short
Phrase
Reading
Fluency

Short Phrase Reading Fluency

6 Minutes

MATERIALS 1 Fluency Progress Monitoring Graph per student,
1 Fluency sheet (words and 2-3 word phrases) per student.

- In a moment I'll give you a set of phrases. Leave the paper face down until you hear the signal to start.
- When it's time to start, turn the paper face up and begin reading across the page to your partner. If you finish before time is up, start at the top and read it again.
- Your goal is to read at a quick, yet comfortable, pace so that you get as many phrases correct as possible.
- Ready? Start. After 1 minute, say "stop."
- Record the number of phrases read and number of errors. Erase and be ready to switch roles. Repeat timing for other partner.
- Now that you have both read, calculate your number of words in phrases read correctly by subtracting errors from words read. Then add a bar to your graph and shade it in.

Phrases

| | | | |
|------|------|------|------|
| John | John | John | John |
| John | John | John | John |
| John | John | John | John |
| John | John | John | John |
| John | John | John | John |
| John | John | John | John |
| John | John | John | John |
| John | John | John | John |

2-3 Word Phrases

| | | | |
|---------------|---------------|---------------|---------------|
| John the John | John the John | John the John | John the John |
| John the John | John the John | John the John | John the John |
| John the John | John the John | John the John | John the John |
| John the John | John the John | John the John | John the John |
| John the John | John the John | John the John | John the John |
| John the John | John the John | John the John | John the John |
| John the John | John the John | John the John | John the John |
| John the John | John the John | John the John | John the John |

Fluency Progress Monitoring Graph

| Words Read | Time | Words Read | Time | Words Read | Time |
|------------|------|------------|------|------------|------|
| 0 | 0:00 | 0 | 0:00 | 0 | 0:00 |
| 10 | 0:05 | 10 | 0:05 | 10 | 0:05 |
| 20 | 0:10 | 20 | 0:10 | 20 | 0:10 |
| 30 | 0:15 | 30 | 0:15 | 30 | 0:15 |
| 40 | 0:20 | 40 | 0:20 | 40 | 0:20 |
| 50 | 0:25 | 50 | 0:25 | 50 | 0:25 |
| 60 | 0:30 | 60 | 0:30 | 60 | 0:30 |
| 70 | 0:35 | 70 | 0:35 | 70 | 0:35 |
| 80 | 0:40 | 80 | 0:40 | 80 | 0:40 |
| 90 | 0:45 | 90 | 0:45 | 90 | 0:45 |
| 100 | 0:50 | 100 | 0:50 | 100 | 0:50 |

GOAL Students accurately and fluently read pattern and contrast words in phrases.

Days 3 & 5 –
Sentence
Dictation

Sentence Dictation

4 Minutes

MATERIALS Paper/pencil or whiteboard/dry erase marker

Writing the sentence:

- I'll tell you a sentence. Then you'll repeat the sentence with me before you write it.
- The sentence is _____. Say it with me. Let's say the sentence one more time.
- Now, write the sentence on your paper/whiteboard. If you forget the sentence, I'll tell you the next words.

While students write the sentence, write the sentence with correct spelling and punctuation onto a whiteboard or sentence strip for proofreading.

Proofreading the sentence:

- Now that you are finished, look at my sentence. Put a dot under each letter that's correct. If you didn't spell it correctly, correct it now.

When the students are finished proofreading, have them read the sentence aloud. OPTIONAL: Students may go back and underline pattern words in their sentences.

GOAL Students accurately write and proofread sentences containing pattern and contrast words.

Slim likes to
.....
ride bikes.

Passage 1 Sentences

Slim likes to ride bikes.

We have time to ride a mile.

The side of the bike is fine.

Element #6: Semantics/Comprehension

Meaning is the ultimate goal of reading. Therefore, even though the PLL™ lessons focus on explicitly teaching students to decode patterns of words, there is a reminder that whenever reading a text the end goal is to make meaning. The 3 passages per week are carefully written so that nearly all the words should be decodable to students working on that skill. The words in each passage include only words with previously taught phonics patterns plus common non-phonetic sight words. Following reading a passage, students are asked 3 comprehension questions about what they just read. These questions are tied to the Common Core standards so teachers can observe how students are progressing in close reading and acquisition of the complex skills expected in the standards. Note the diversity of standards

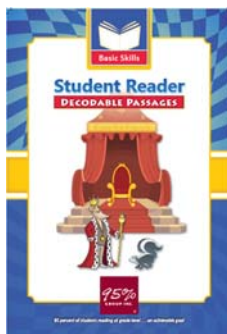


Teachers often request additional decodable text for student practice. A decodable reader is provided for cumulative practice of the subskills within each area. For example, the Skill 5 passages include all 5 long vowel silent e vowels. In order to help teachers bring reading into the home, a Parent Connection is also provided with the decodable reader. The third passage for each skill is sent home on a page that also contains questions and answers for comprehension questions about that passage; the questions and answers are provided in English and Spanish on the sheet.

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Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

Decodable
Readers and
Parent
Connection



Name: _____ Date: _____

Parent Connection for Phonics Lesson Library™: Basic Skills

Instructions (English): Ask your child to read the passage below. After your child has finished reading, read the questions aloud. Instruct your child to write an answer below each question or on a separate sheet of paper if needed. On the back side you will find answers.

Instrucciones (Español): Pídale su niño que lea el siguiente pasaje. Cuando haya terminado de leer: léale las preguntas en voz alta. Dígale que escriba una respuesta después de cada pregunta o, si es necesario, en una hoja de papel separada. En la parte de atrás de la hoja encontrará respuestas.

King Blake

King Blake was not a strong king. He was a wise and kind man who chose to rule with the help of his pal, Duke Steve. One time, Duke Steve hosted a lunch for King Blake and all of the pages. In the end it was a most wild lunch. As King Blake sat on his throne made of gold, Duke Steve and the pages ate grapes and rice on small plates. Soon a page looked past the throne and said, "Is that a black cat?"

Duke Steve said, "Do you see that white stripe?"

King Blake yelled, "That is no cat! That must be a wild skunk!"

The Duke yelled, "Do not let that skunk get on the throne! That brute will jolt you with fumes that stink, and you will choke on the smell."

King Blake chose to stalk the skunk. When he got close, he gave the skunk a strong poke with his gold staff. The pages bolted and walked to the wall. "Do not whine," said Duke Steve. "The king is bold and he will save us all." The skunk bolted down the brown stone steps, and King Blake chased him. When he got close, he flung his fine robe on top of the skunk. The skunk gave the robe a toss and ran down the lane. King Blake chased him and got the skunk to a place where it was safe to close the gate.

When he came back, Duke Steve looked up and down the lane. There was no trace of the skunk. Soon, the rest of the pages strolled out to the lane. They said, "King Blake, you are bold! You are a wise and strong king who rules us well!"

King Blake had a huge smile on his kind, old face.

Title and Passage: 301 words

Questions:

- English: Does the word *wild* mean the same thing in the two phrases "the wild skunk" and "a most wild lunch"?
Español: ¿La palabra *wild* significa lo mismo en las dos frases: "the wild skunk" y "a most wild lunch"?
- English: Using descriptive words, retell the sequence of events that led to the skunk's removal from the castle.
Español: Usando palabras descriptivas, relata en orden los eventos que llevaron a que sacaran al zorrillo del castillo.
- English: Describe a time when you were brave.
Español: Describe una vez en que fuiste valiente.

NOTE TO PARENTS: See the next page for answers to the questions and tips to guide the discussion with your child.

NOTA PARA LOS PADRES: Ve a la próxima página para las respuestas, consejos y guía para discusiones con tu hijo/a.

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Answers and Discussion Tips for Parents

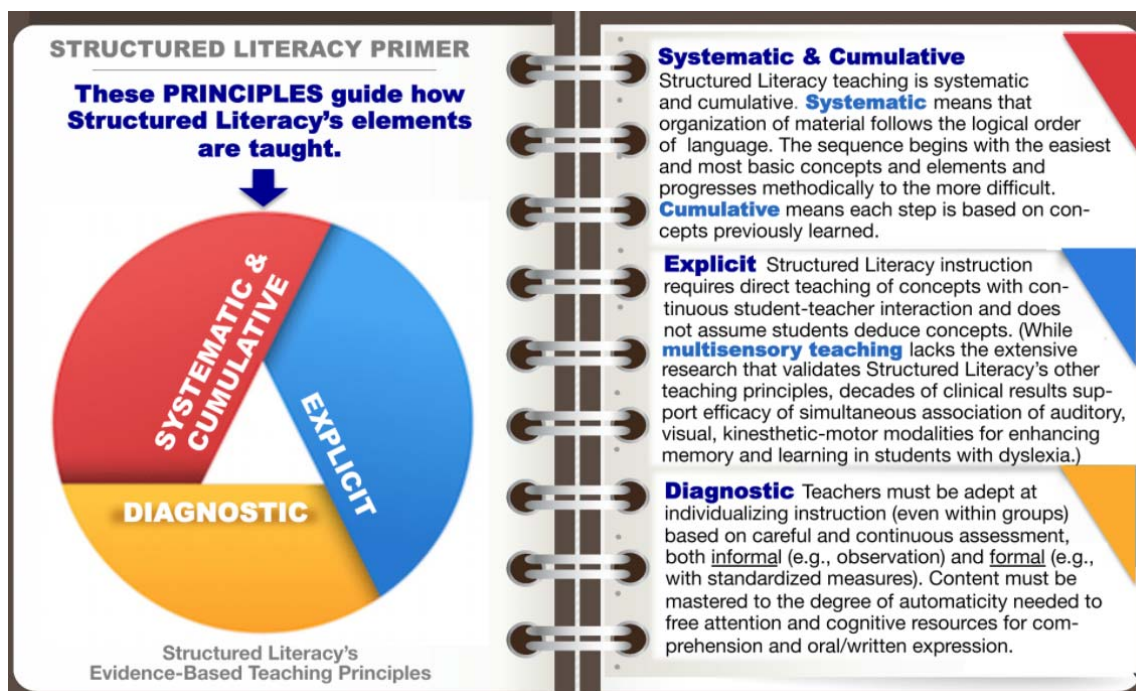
- This story is about a wild skunk. However, the author also mentions that the group at the castle had a wild lunch. Talk with your child about how the same word can sometimes mean something very different. Help your child to understand the two different meanings for the word *wild* as used in the story. (Example: We call animals like a skunk wild because they live in their natural environment and have not been tamed by humans. We can call an event wild if something or someone causes a disturbance. In this instance, the wild skunk's appearance at the castle caused the disturbance.)
- Ask your child to describe the sequence of events that ended in the skunk being removed from the castle. Help your child understand which details and descriptive words would be important in describing this. (King Blake stalked the skunk and poked it with his gold staff. Next, he chased it down the steps and flung his robe on top of it. Then the skunk got away and ran down the lane. Finally, King Blake was able to get the skunk out the gate and close it.)
- Share with your child a time when you felt he or she was brave (a visit to the doctor, the first day of school, etc.). Have a conversation about how each of you felt about that act of bravery.

Respuestas y Consejos de Discusión Para los Padres

- Este cuento es sobre un zorrillo salvaje. Sin embargo, el autor también menciona que el grupo en el castillo tuvo un almuerzo desenfrenado. Hable con su hijo sobre cómo la misma palabra a veces puede tener varios significados diferentes. Ayúdelo a entender los dos significados de la palabra *wild* que se usan en el cuento. (Ejemplo: Llamamos salvajes (en inglés, *wild*) a los animales como el zorrillo que viven en su ambiente natural y no fueron domesticados por humanos. Llamamos desenfrenado a un evento (también en inglés, *wild*) a un evento cuando algo o alguien causa un lío. En esta instancia, la aparición del zorrillo salvaje en el castillo causó un lío.)
- Pídale a su hijo que describa la secuencia de eventos que terminó en que sacaran al zorrillo del castillo. Ayúdelo a comprender qué detalles y palabras descriptivas se usaron para describir esto. (King Blake stalked the skunk and poked it with his gold staff. [En español, El rey Blake acechó al zorrillo y lo golpeó con su vara de oro.] Next, he chased it down the steps and flung his robe on top of it. [En esp. Luego, lo persiguió por las escaleras y le tiró su manto encima.] Then the skunk got away and ran down the lane. [En esp. Luego el zorrillo se escapó y bajó por el sendero.] Finally, King Blake was able to get the skunk out the gate and close it. [Finalmente, el rey Blake logró que el zorrillo saliera y cerró el portón.]
- Comparta con su hijo una ocasión en que usted pensó que su hijo había sido valiente. (una visita al médico, el primer día de escuela, etc.). Converse sobre lo que los dos sintieron sobre ese acto de valentía.

Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

The 3 Principles that Guide How the Elements are Taught



Copyright © Cowen for IDA. *What is Structured Literacy?: A Primer on Effective Reading Instruction*.
Published by the International Dyslexia Association. <https://dyslexiaida.org/what-is-structured-literacy/>

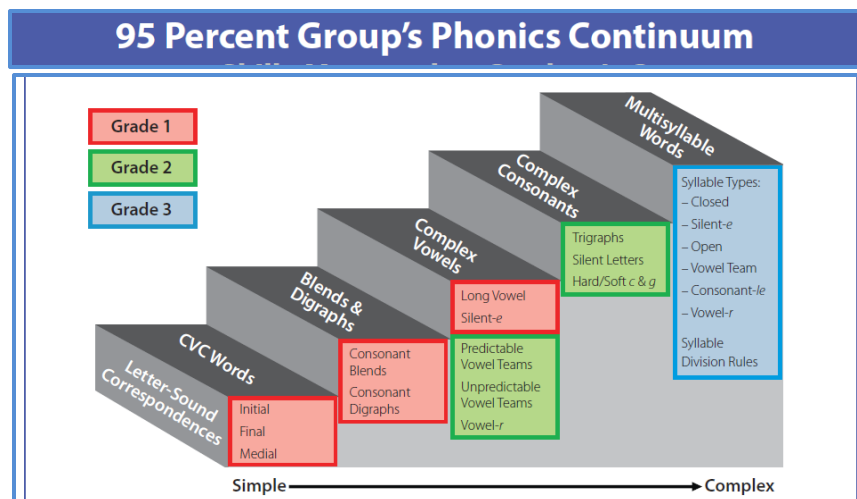
Principle #1: Systematic

The lessons are written so there is a system to the way the lesson is instructed. In the *PLL™*, the pattern is taught using a systematic approach whereby the steps are to hear the sound, say the sound, and make the sound. Then the pattern is shown with phonics chips to incorporate colors and manipulatives to embrace the benefit of multisensory teaching. Following the concept demonstration with the colored chips and Elkonin boxes (which go from phonemic awareness to letter-sound), the student sorts words into piles based on those that follow the pattern and don't follow it. After learning to recognize the pattern, the student reads the words using the pattern to know how to pronounce it. The lesson continues with writing, fluency at the word and phrase level, passage reading, and comprehension. Every *PLL™* lesson follows this system so teachers and students know what to expect.

Principle #2: Sequential

The lessons in the *PLL™* follow a sequence from simple to complex. The order is shown in the 2 documents below: Phonics Continuum, and the list of the *PLL™* 75 lessons.

Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*



| Main Skill | Skill | BASIC Skill Description |
|------------|-------|---|
| 1 | n/a | Letter Names and Sounds NOTE: No need for lesson plans for Skill 1; the Library begins with Skill 2. |
| 2 | 2.1 | Short Vowel, Short a |
| | 2.2 | Short Vowel, Short a (Followed by Nasals) |
| | 2.3 | Short Vowel, Short i |
| | 2.4 | Short Vowel, Short o |
| | 2.5 | Short Vowel, Short e |
| | 2.6 | Short Vowel, Short u |
| 3 | 3.1 | Initial S-Blends |
| | 3.2 | Initial L-Blends |
| | 3.3 | Initial R-Blends |
| | 3.4 | Initial 3-Letter Blends |
| | 3.5 | Final-S Blends |
| | 3.6 | Final-L and -T Blends |
| | 3.7 | Final Preconsonant Nasal Blends |
| | 3.8 | Past Tense Inflected -ed |
| 4 | 4.1 | Initial Digraphs ch/sh |
| | 4.2 | Final Digraphs (ch/sh) |
| | 4.3 | Digraphs th and wh |
| | 4.4 | Final Digraphs ck |
| | 4.5 | Floss Rule |
| | 4.6 | Initial qu and Final x |
| 5 | 5.1 | Long Vowel Silent-e, Long a |
| | 5.2 | Long Vowel Silent-e, Long i |
| | 5.3 | Long Vowel Silent-e, Long a, e, i, o, u |
| | 5.4 | Long Vowel Open Syllable |
| | 5.5 | Phonograms ing, ang, and ong |
| | 5.6 | Phonograms ink, ank, and onk |
| | 5.7 | Phonograms ild and ind |
| | 5.8 | Phonograms old, olt, and ost |
| | 5.9 | Phonograms all, oll, and alk |
| | 5.10 | Long Vowel Silent-e, Long e |
| | 5.11 | Long Vowel Silent-e, Long o |
| | 5.12 | Long Vowel Silent-e, Long u |

| Main Skill | Skill | ADVANCED Skill Description |
|------------|-------|------------------------------------|
| 6 | 6.1 | Vowel Teams, oa and igh |
| | 6.2 | Vowel Teams, oe and ee |
| | 6.3 | Vowel Teams, ai and ay |
| | 6.4 | Vowel Teams, oi and oy |
| | 6.5 | Vowel Teams, au and aw |
| 7 | 7.1 | Vowel Teams, Two Sounds of ie |
| | 7.2 | Vowel Teams, Two Sounds of ow |
| | 7.3 | Vowel Teams, Two Sounds of ea |
| | 7.4 | Vowel Teams, Two Sounds of oo |
| | 7.5 | Vowel Teams, Two Sounds of ou |
| | 7.6 | Vowel Teams, Two Sounds of ew |
| 8 | 8.1 | Vowel-r: ar and or |
| | 8.2 | Vowel-r: er, ir, and ur |
| | 8.3 | Words Beginning with w+ar and w+or |
| | 8.4 | Vowel-r Phonograms air and are |
| | 8.5 | Vowel-r Phonograms oar and ore |
| | 8.6 | Vowel-r Phonograms ear and ere |
| 9 | 9.1 | Silent Letters kn and gn |
| | 9.2 | Silent Letters wr and mb |
| | 9.3 | Complex Consonants ck and k |
| | 9.4 | Complex Consonants tch and ch |
| | 9.5 | Hard and Soft c and g |
| | 9.6 | Phonograms ace, age, and ice |
| | 9.7 | Complex Consonants dge and ge |
| | 9.8 | Past Tense Complex |

| Main Skill | Skill | Multisyllable Skill Description |
|------------|-------|--|
| 10 | 10.1 | Closed, Single Syllable |
| | 10.2 | Closed, Simple Multisyllable |
| | 10.3 | Closed, Complex Multisyllable |
| | 10.4 | Closed, Schwa Multisyllable |
| 11 | 11.1 | Long Vowel Silent-e, Single Syllable |
| | 11.2 | Long Vowel Silent-e, Simple Multisyllable |
| | 11.3 | Long Vowel Silent-e, Complex Multisyllable |
| 12 | 12.1 | Open, Single Syllable |
| | 12.2 | Open, Simple Multisyllable |
| | 12.3 | Open, Complex Multisyllable |
| 13 | 13.1 | Predictable Vowel Team, Single Syllable |
| | 13.2 | Predictable Vowel Team, Multisyllable |
| | 13.3 | Unpredictable Vowel Team, Single Syllable |
| | 13.4 | Unpredictable Vowel Team, Multisyllable |
| 14 | 14.1 | Consonant-le, Single and Multisyllable |
| 15 | 15.1 | Vowel-r, Single Syllable |
| | 15.2 | Vowel-r, Simple Multisyllable |
| | 15.3 | Vowel-r, Complex Multisyllable |



Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

Principle #3: Explicit

Instruction in the *PLL*[™] is explicit and doesn't assume that students will deduce the concepts. An example of the explicitness is:

"Today we're learning to read and spell words with the long vowel silent-e pattern. Long vowel silent-e words have a single vowel, a single consonant, and e at the end, and the vowel sound is long. There is only one vowel sound in the word; it takes two vowel letters to spell it – a single l plus the silent-e. The silent-e is not pronounced." (Day 1, page 3 of the lesson plan)

The I DO, WE DO, YOU DO modeling procedure is used to enable students to learn the content through a gradual release process. Teacher feedback is provided at each step so students will successfully master the concept.

Principle #4: Direct

The wording in all our teacher's guides is direct so that students are not left wondering what the teacher means. As you can see in the quote above in principle #3, the teacher even tells the students which pattern is being studied in the lesson. The pattern is explained in a direct way, and is repeated the same way multiple times.

Principle #5: Cumulative

Students are getting cumulative practice throughout the lesson because the passages in one lesson include words from the skills that are taught in prior lessons according to the sequence shown above in principle #2.

Principle #6: Intensive

The lessons contain intensive instruction that is repeated multiple times. Directly at the point of use on the lesson plan, a list of words is provided so that the teacher can repeat the cycle with alternate words until the student learns the concept. There are generally enough words for up to 20 repetitions, which should be intensive enough for all students.

Principle #7: Synthetic and Analytic

Synthetic phonics that is also analytic is a hallmark of our lessons. As seen in the many examples in this paper, the instruction is not incidental to be provided only when an error is made. The instruction is ABOUT the concept and the student is provided adequate information to be able to learn the concept.

Principle #8: Uses Multisensory Techniques

The following multisensory techniques appear throughout the lesson plans:

- Raising hands to indicate when a word has a target sound
- Use of mirrors in the articulation section




Alignment of 95 Percent Group's Products with IDA's paper on *Effective Reading Instruction for Students with Dyslexia*

- Phonics chips so students move manipulatives while identifying the sounds in words
- Gestures for the syllable type
- Sorting word cards under columns for word pattern
- Writing words in sound-spelling mapping paper
- Highlighting pattern words in the passage
- Writing sentences to dictation

One additional principle: Diagnostic

Informal and formal observation and assessment are key components of diagnostic teaching. Teachers are provided word lists throughout the lesson in order to provide as much repeated practice as needed for students to master the concept.


The PLL™ includes an End of Lesson assessment for each of the 75 skills. Teachers can give this short informal assessment to monitor if students have mastered the concept. The assessment includes 10 nonsense words that contain the lesson's target pattern. An example for the Long I Silent-e lesson is shown below.

**Phonics Lesson Library: End of Lesson Assessment
Student Assessment Form**

Phonics Skill 5.2

flime chite dripe blize jipe

brile glibe fipe dite shime

**Phonics Lesson Library™ (PLL)
End of Lesson Assessment, Version 1.0
Teacher Scoring Form
Skills 5.1-5.12**

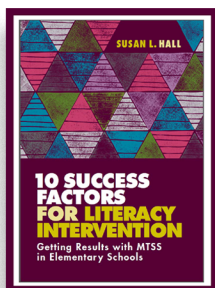
Student: _____

| Skill 5.2: CVCe Long i Silent-e | | | | | Score | |
|---------------------------------|-------|-------|-------|-------|-----------|--|
| fīme | chīte | dripe | blīze | jīpe | # Correct | |
| brīle | glībe | fīpe | dīte | shīme | /10 | |



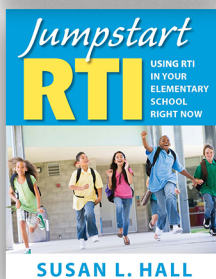
Dr. Susan L. Hall, Co-Founder and CEO of 95 Percent Group, has more than 20 years experience as a consultant to districts and schools in the field of reading intervention. As a former IDA board member, she is a nationally recognized leader in RTI/MTSS, data analysis, and reading instruction, and is a leading expert on the use of DIBELS and LETRS.

Dr. Hall has written seven books, and is looking forward to releasing her eighth publication in July 2018.

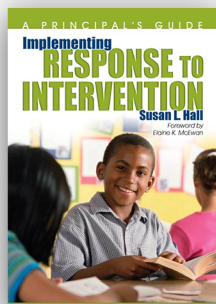


Available: July 2018

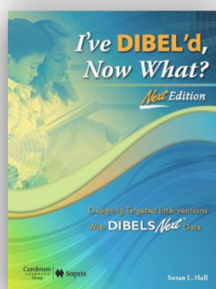
Practical, comprehensive, and evidence-based, this publication provides the guidance educators need to move from disappointing MTSS results to sustainable student reading achievement.



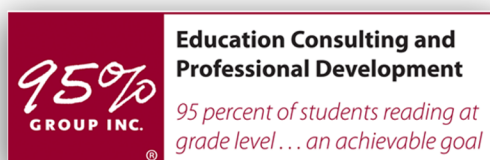
Are you interested in getting faster results from your Response to Intervention (RTI) implementation? *Jumpstart RTI: Using RTI in Your Elementary School Right Now*, is filled with practical suggestions and no-nonsense implementation strategies to put your school on the path to better intervention instruction and improved student outcomes.



Implementing Response to Intervention: A Principal's Guide emphasizes the critical role elementary and middle school administrators play in ensuring RTI success at their own schools to: motivate staff for optimum success; formulate an assessment plan including a calendar and data management; design a year-long staff development plan for using data to make instructional decisions; and use data in grade-level, teacher, and parent meetings



I've DIBEL'd, Now What? Next Edition is a great resource for teachers wondering what to do after they have administered and scored the DIBELS Next™ assessment. This book provides a step-by-step process for analyzing DIBELS Next™ data to look for error patterns, identify which students need further diagnostic assessment, and organize effective intervention groups.



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