



**ESSA
Level 4
Evidence**



**COMPREHENSION
GRADES 3 - 6
EVIDENCE PACKET**



**LXD RESEARCH
95 PERCENT GROUP**

95 Percent Group Product Portfolio

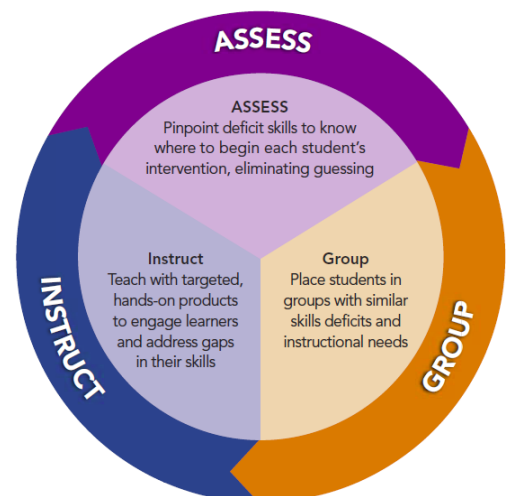
To get 95 percent of our students reading at grade level...an achievable goal. It's that simple and that important to our company. Our processes are proven. Our approaches are unique.

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.

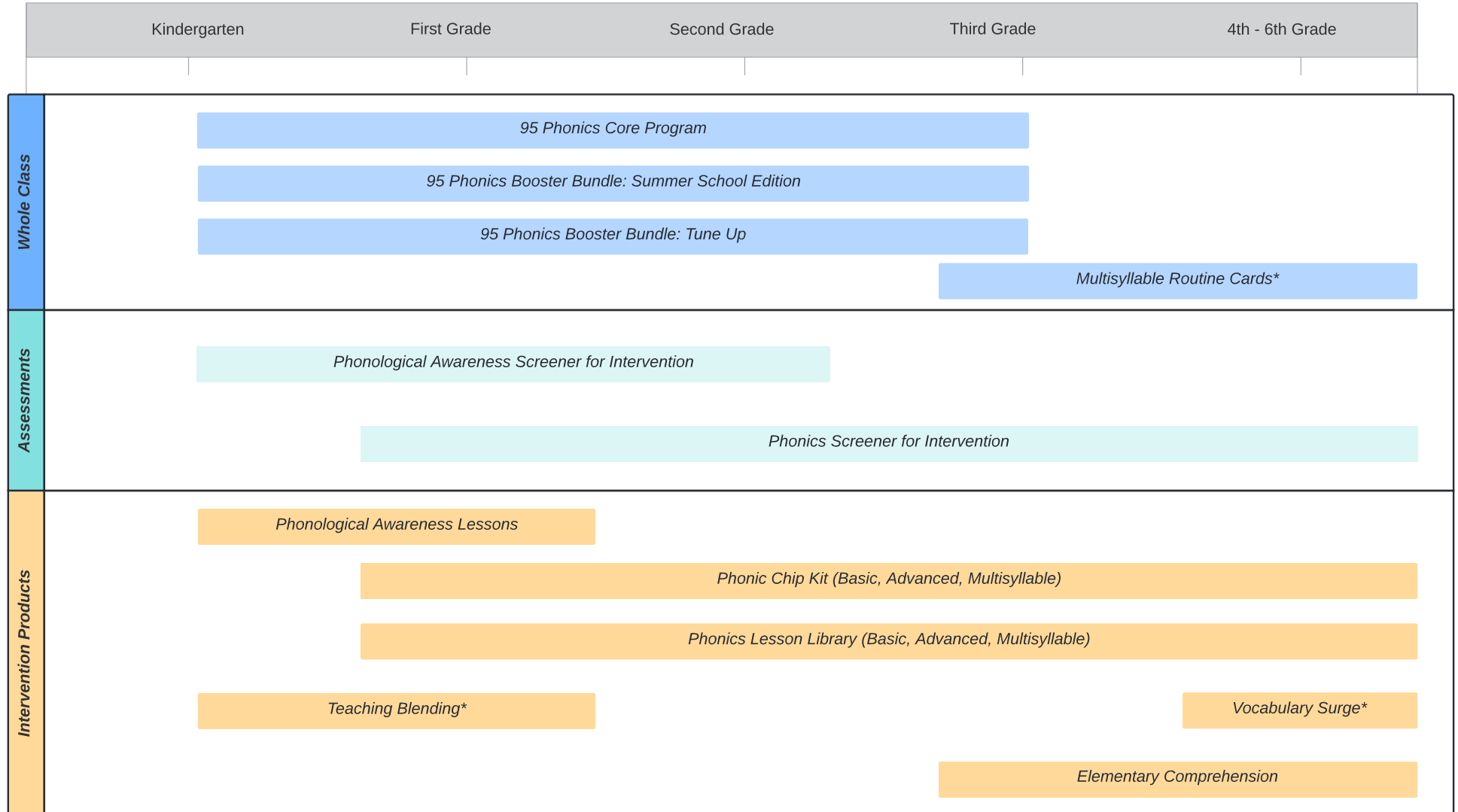
Our processes have been field tested with thousands of students and include the use of:

- **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.



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.



*Can be used in whole group or small group



Comprehension (CM1400)

ELA CCSS Strand(s) addressed: Reading, Speaking & Listening, Foundational Skills

Targeted Grade Level(s): 3-6

Resource Type: Instructional materials include a full-color, spiral-bound Teacher Guide magnetic color-coded tokens, color-coded translucent student tokens and plastic bags with handles to store lessons. Student consumable materials are available online at no additional costs

Comprehension is a set of materials for teaching seven comprehension processes, along a continuum, designed to maximize instruction efficiency. The lessons can be used as stand-alone Tier 2 or 3 interventions and as a supplement to core Tier I universal instruction. The lesson plans, texts, mats, and tokens provided with this kit allow teachers to explicitly model how good readers comprehend while reading text aloud and placing tokens on specific parts of the text where a comprehension process was used. After modeling with “think-alouds,” teachers guide students to use these processes first with provided text and then during independent reading.

Some unique aspects of the product include:

- Extensive use of teacher think-alouds to show students what their mind should be doing.
- Multisensory instructional techniques, including gestures, mats and colored tokens that guide students through the development of each comprehension process in order to have a better understanding of the text.
- Processes are introduced one at a time and spiraled through as good readers learn to use them together.

Each process contains 8 days of lesson plans that utilize non-fiction, literary, and independent text. The *Comprehension* lesson plans use the gradual release model incorporating an *I Do, We Do, and You Do* Lesson Format as outlined below:

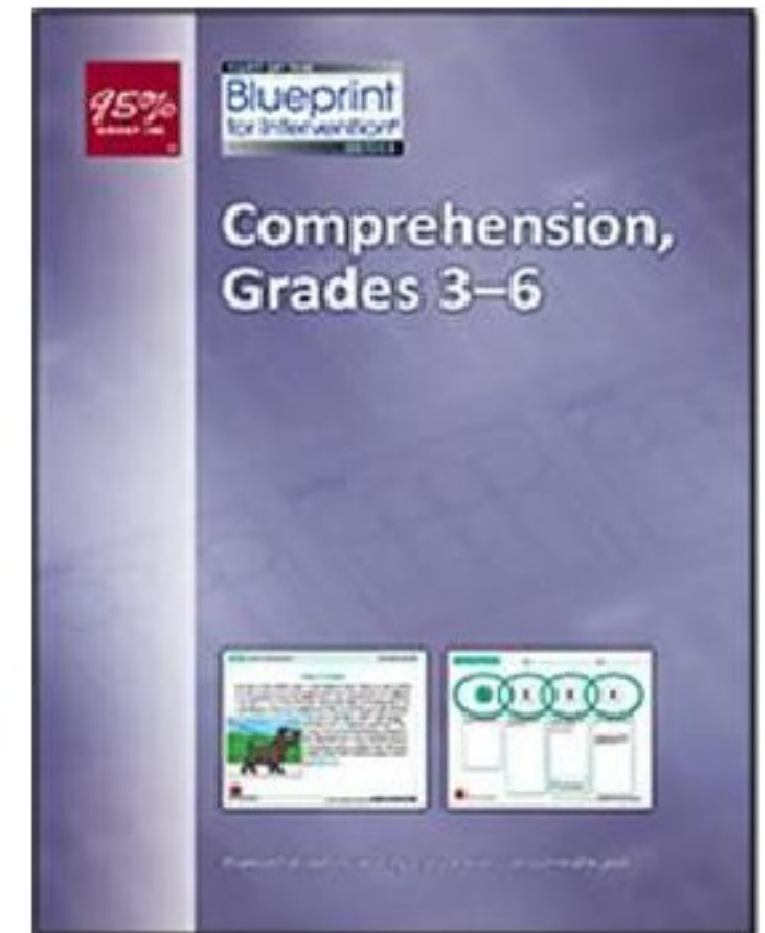
- Lesson plans follows Lesson 1: First four-paragraph text read aloud by teacher (I Do). Students gradually begin to use the process (We Do) and indicate use of the process with tokens on text with fourth paragraph (You Do).
- Lessons 2–3: Second four-paragraph text is split so two paragraphs are used with each lesson while teaching and practicing the use of the mat.
- Lesson 4: Students practice the entire process, including writing on the complete mat, with short text (one paragraph) that is provided.
- Lesson 5: Students use own text at independent reading level and use tokens and write on mat.
- Lesson 6-8: Follow the same format as outlined above using alternate genre.

Comprehension components include:

- Full color, spiral bound Teacher Guide
- Magnetic color-coded tokens to use during think-alouds
- Color-coded tokens for students to place on text and mats
- Storage bags for lessons

Downloadable materials include:

- 44 passages (23 literary and 21 informational)
- 18 mats (12 for Determining Importance plus one each for the other 6 processes)
- Rubrics and sheets for progress monitoring

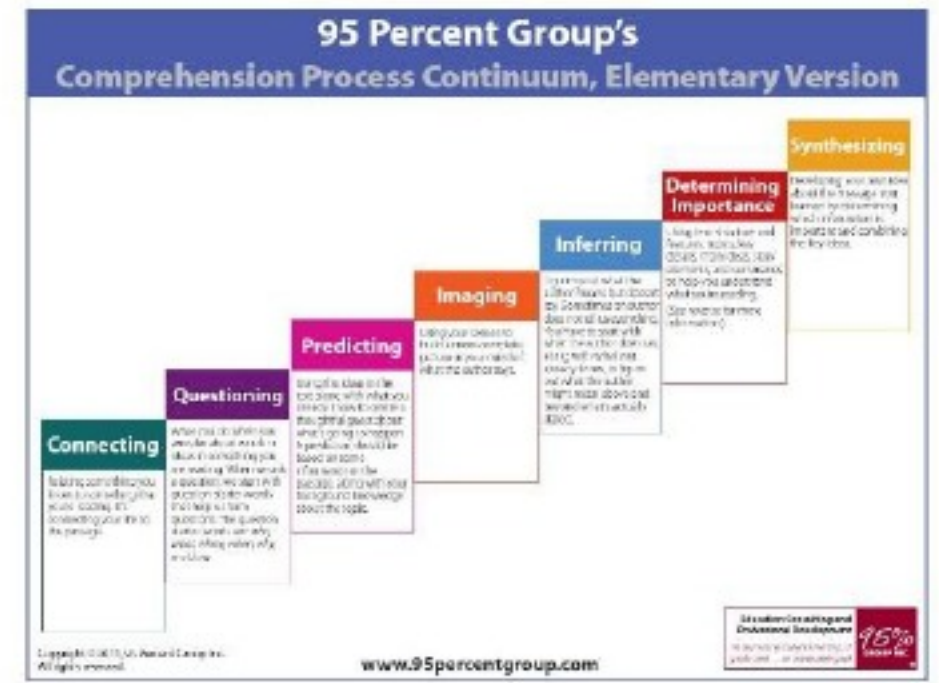




Instructional Design of the Comprehension Program

In the *Comprehension* program teachers can observe the acceleration of learning to read through mastery of each process as students complete each mat. The plan for learning comprehension is clear and follows a sequence:

- Students are taught each individual comprehension process followed by a lesson for students to use with their own text at their independent reading level.
- Following instruction of three individual comprehension processes there is a spiral lesson to ensure students are able to show the application of several processes at once.
- In the final lesson, students demonstrate the ability to determine which process is appropriate to use as they read.
- Rubrics and record sheets for progress monitoring allow teachers to make clear instructional decisions based on the student’s written responses on each mat and reteach as necessary during each process.

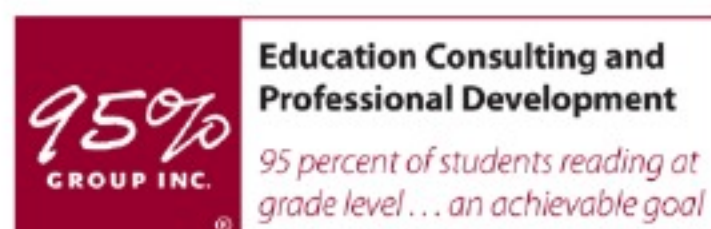


The materials give students ample opportunities to practice of concepts and deepen their understanding of each comprehension process across the week. The instructor uses different text to provide practice of concepts taught.

In *Comprehension*, both the knowledge-base and skill-base of learning to read are addressed in an appropriate manner that is clearly linked to the research of learning to read. The research is very clear on what good readers do to make meaning of text. Our goal is to build on the work of the experts and teach students to apply and monitor their own use of the comprehension processes.

- Good readers use their knowledge of all comprehension processes to make meaning from text (Goudvis and Harvey, 2000, p. 96).
- Think-alouds are used to provide explicit modeling of what proficient readers do, with the goal that students will learn to apply these processes themselves as they read. In the words of Keene and Zimmermann (2007, p. 119), “Thinking aloud helps children peer into the mind of a proficient reader or writer.”
- Students are too passive when they read. Keene and Zimmermann (2007) say “There is near unanimity in the field of literacy education that strategic readers are more active readers and that active readers both retain more and are more likely to apply what they remember in new contexts.” (Block and Pressley, 2002, p. 27).
- The think-aloud strategy can be used as a scaffolding model to develop higher thinking and learning, and allows for the clarifications of difficult concepts or tasks. According to Tierney and Readence (2000), teachers can use the think-aloud strategy as a way to scaffold students reading comprehension.
- Explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding (National Reading Panel, 2002).

Click on the links provided to view a sample [Comprehension Lesson on Determining Importance](#), additional [Comprehension information in our web store](#), and a copy of our [Comprehension Continuum](#).



Logic Model for Elementary Comprehension | 95 Percent Group Inc.

Problem statement: Third-sixth graders have difficulty moving beyond the concrete level of comprehension. Teachers do not have the curricular materials with research-based processes to help students connect, question, predict, and form images - all of which could improve student reading comprehension.

Resources (What resources are or could be available?)	Strategies and Activities (What will the activities, events, and such be?)	Outputs (What are the initial products of these activities?)	Short-term and Intermediate Outcomes	Long-term Outcomes & Impacts
<p>Administrator and teacher commitment to supplement 30 minutes during the reading instructional day to supplement with this program (Tier 1, 2, 3).</p> <p>Elementary Comprehension lessons (65 total) with direct and explicit instruction on how to engage in processes that support reading comprehension with a multisensory approach.</p> <p>Gestures, tokens, and mats that guide students through the thought process of each of the seven comprehension processes.</p> <p>Application of thought processes with both fiction and nonfiction text.</p> <p>Rubrics to evaluate each student's level of mastery.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> • Training videos • Virtual workshop 	<p>Create a daily opportunity during core (Tier 1) instruction to model the think aloud (I Do and We Do section) then conduct the You Do application practice in small group or use as part of a focused 30-minute small group intervention (Tier 2/3).</p> <p>Follow the structured literacy dialogue for lessons in the Teacher's Edition to explicitly model how good readers think while they read.</p> <p>Provide students with daily practice on the seven comprehension processes.</p> <p>Students complete weekly formative assessments.</p> <p>Allow students to reflect and review the daily practice.</p>	<p>Students below benchmark receive focused intervention (on comprehension processes) daily at the designated time.</p> <p>Students receive multiple practice opportunities with a consistent process reinforcement and corrective feedback.</p> <p>Teachers deliver comprehensive comprehension lessons using a gradual release model (I Do, We Do, You Do).</p> <p>Comprehension processes and lessons are sequential and consistent across grade/school levels.</p> <p>Teachers analyze student work weekly to monitor progress and gather informal data on rubrics at strategic times during the process lessons.</p>	<p>Students make progress along the continuum of comprehension skills.</p> <p>Students specific skill gaps are addressed in a timely manner, allowing for deeper reading.</p> <p>Students build better understanding of comprehension processes and can demonstrate proficiency in comprehending fiction and nonfiction.</p> <p>Students improve their abilities to make connections, ask questions, predict, imagine, infer, determine importance, and synthesize reading content.</p> <p>Students apply new knowledge during classroom activities that require reading comprehension during both ELA and other content classes.</p> <p>Students score at or above benchmark on Universal Screener phonics and passage skill measures.</p> <p>Staff expands their knowledge and expertise of comprehension practices that align with science of reading.</p>	<p>Students maintain grade-level proficiency without additional intervention (reducing costs associated with extra services), passing state reading assessments in grades 3-6.</p> <p>Teachers build their confidence and competence to effectively and efficiently teach reading to all students.</p> <p>Schools build institutional knowledge about comprehension instruction and new practices for supporting readers who struggle with comprehension.</p> <p>Economic and social benefits of having strong readers, such as reducing dropout rate and increased opportunities for employment.</p> <p>Students achieve their desired goals, live to their full potential, and participate in our democratic governance.</p>

Assumptions: Teachers will be open to changing their approach to comprehension intervention and instruction. Leadership has the skills to enable cultural shift towards data-driven teaching, including the management of how much change is happening across the school community.



95 Percent Group Research Roadmap

Summer 2022 & 2022-2023 School Year

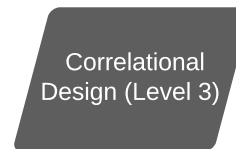
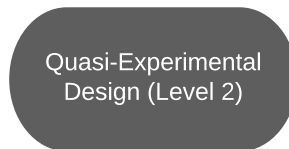
2021-2022

SUMMER/FALL 2022

2022-2023 School Year

	2021-2022	SUMMER/FALL 2022	2022-2023 School Year
Phonological Awareness	<p>PA Lessons Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report September 2022</p>	
Phonics Intervention	<p>Phonics Lesson Library Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report September 2022</p>	<p>Skill Series Multi-School Pre/Post Study Recruitment: Spring 2022 Study Period: 2022-2023 School Year</p> <p>Report Completed Summer 2023</p>
Core Supplemental	<p>95 Phonics Core Program Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report Completed September 2022</p>	<p>Teaching Comprehension Multi-School Pre/Post Study Recruitment: Spring 2022 Study Period: 2022-2023 School Year</p> <p>Report Completed Summer 2023</p>
MSRC	<p>Site Recruited Spring 2022</p>		<p>Multisyllable Routine Cards Multi-School Treatment/Comparison Study Recruitment: Spring 2022 Study Period: 2022-2023 School Year</p> <p>Report Completed Summer 2023</p>
PASI/PSI	<p>Multi-School Evaluation of PASI/PSI gains and Acadience & CORE PA/Phonics Tests</p>	<p>Report Completed September 2022</p>	

Shape Key





For additional information, please contact
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