



**ESSA  
Level 3  
Evidence**

**MULTISYLLABLE  
ROUTINE CARDS  
EVIDENCE PACKET**



**LXD RESEARCH  
95 PERCENT GROUP**

## 95 Percent Group Product Portfolio

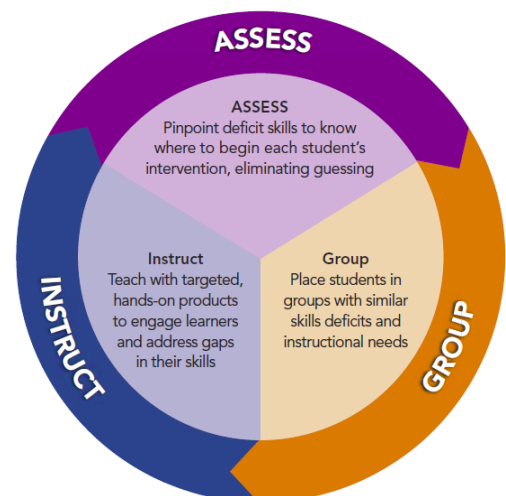
**To get 95 percent of our students reading at grade level...an achievable goal.** It's that simple and that important to our company. Our processes are proven. Our approaches are unique.

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 GROUP LLC MULTISYLLABLE ROUTINE CARDS

ESSA  
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20-21/21-22 RESULTS - FOURTH & FIFTH GRADE

## PROGRAM DESCRIPTION

MSRC helps students solve the mystery of reading multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules. The student-friendly routines on the six syllable types are ideal for whole-class instruction, designed to take just 10 minutes a day, or to use as part of a 30-minute small-group intervention lesson.

## SAMPLE DESCRIPTION

LOCATION: Wicomico, Maryland

GRADE: 4-5

SIZE: 2,868

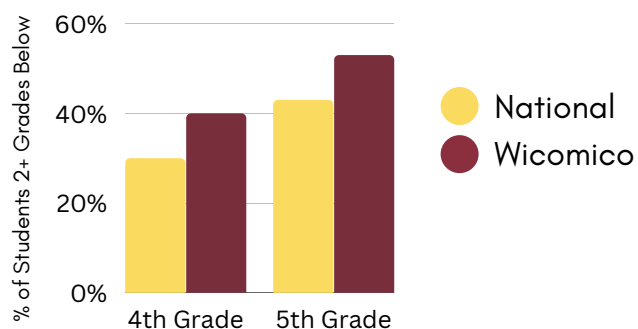
DEMOGRAPHICS:

- 40% Black/African American
- 10% ELL
- 11% SPED
- 65% Economic Disadvantage

## OPPORTUNITY GAP

National statistics measuring the opportunity gap from before the pandemic (Fall 2019 to Fall 2021) show stalled growth. For Wicomico, the proportion of students two years below the benchmark was 10 points higher than the national average in Fall 2021.

Fall 2021 iReady Composite Status



Curriculum Associates, 2022

## CHANGE IN LITERACY TOOLKIT

Wicomico leaders rolled out MSRC across 11 schools in 2021-2022 to change the trajectory and reduce the proportion of students two grade levels behind.

2020-2021

LITERACY CURRICULUM - HYBRID  
District-Created Curriculum

2021-2022

NEW LITERACY TOOLKIT - IN PERSON  
District-Created Curriculum™  
+ Multisyllable Routine Cards™

ASSESSMENT

Ready reading

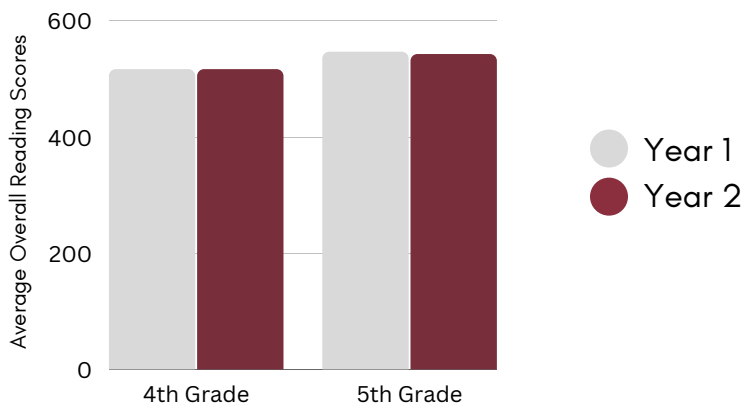
iReady Reading assessment was conducted at the beginning, middle, and end of each school year (2020-2021, 2021-2022).

COMPARING YEAR 1 TO YEAR 2

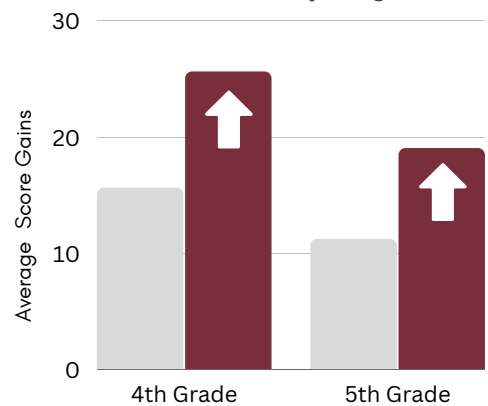
At the start of each year, students in each grade had similar overall reading scores on iReady.

Students in Year 2 saw higher gains than the students in Year 1 by simply adding MSRC to daily instruction.

Fall iReady Composite Scores



iReady Composite Scores Growth Fall to Spring

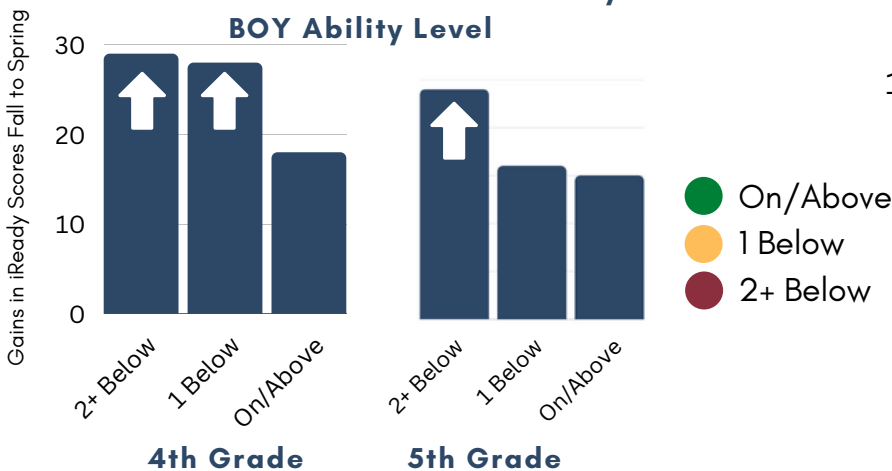


YEAR 2 GROWTH CHANGED STUDENT TRAJECTORIES

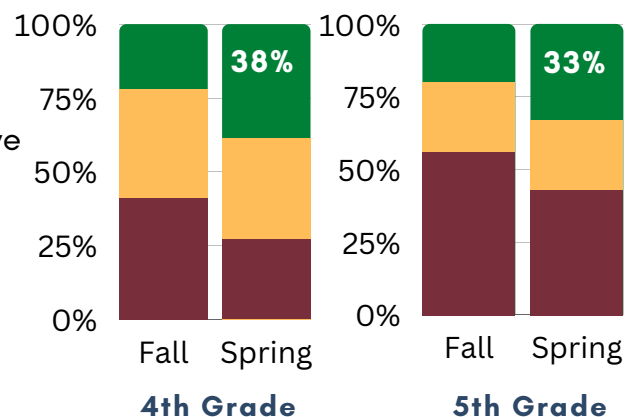
Students who were farther behind in the Fall made higher gains by Spring with MSRC, helping them close achievement gaps (bars with arrows below had higher gains than other bars).

Gains made by students below grade level using MSRC resulted in meaningful increases in the students working on/above grade level by Spring (22% to 38% in fourth grade and 20% to 33% in fifth grade).

Gains Across the Year Varied by BOY Ability Level



Benchmark Status by Time Period



# 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.

	Kindergarten	First Grade	Second Grade	Third Grade	4th - 6th Grade	
Core	<p>95 Phonics Core Program</p> <p>95 Phonics Booster Bundle: Summer School Edition</p> <p>95 Phonics Booster Bundle: Tune Up</p> <p>Teaching Blending</p>			<p>Multisyllable Routine Cards*</p> <p>Vocabulary Surge*</p>		
Assessment	<p>Phonological Awareness Screener for Intervention (PASI)</p>		<p>Phonics Screener for Intervention (PSI)</p>			
Intervention	<p>Phonological Awareness Lessons</p>	<p>Teaching Blending</p>	<p>Phonics Lesson Library (Basic, Advanced, Multisyllable)</p> <p>Phonic Chip Kit (Basic, Advanced, Multisyllable)</p> <p>(KDG=enrichment) 95 Phonics Skill Series*</p> <p>Summer School Edition / Tune Up</p>			<p>Vocabulary Surge *Grades 5-6 only</p> <p>Comprehension: Grades 3-6</p>

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



## Multisyllable Routine Cards

(PH3300)

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

Targeted Grade Level(s): Grade 3-5

Resource Type: Instructional materials include a spiral-bound, laminated Teacher Guide and whole-group student consumable materials available online at no additional costs, digital presentation file for each lesson

The *Multisyllable Phonics Routine Cards* (MSRC) are designed to help students solve the mystery of multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules. The routines are ideal for whole-class instruction, designed to take just 10 minutes a day, or to use as part of a small-group intervention lesson.

MSRC provides direct and explicit instruction on how to apply knowledge of syllable types and divisions in order to read multisyllable words. Decoding multisyllabic words is an essential skill that has a direct impact on reading accuracy, fluency, and the comprehension of text. Pronouncing longer words is often a challenge for students in grades 3 and above.



**ROUTINE 23 Closed Syllable** Step 1: Recognize

Step 1: Recognize Closed Syllables

Step 1: Find Vowel: mit (hand pointing to 'i')

Step 2: Find Consonant: mit (hand pointing to 'm')

Step 3: Gesture: mit (hand pointing to 't')

Step 4: Place Card: mit (hand pointing to 'i' in 'mit' card)

**I Do**

Good readers use their knowledge of syllable types to read and spell multisyllable words. There are six syllable types; today we'll study the first one, which is called the closed syllable. To recognize a syllable type, we'll focus on the pattern of the vowel and consonants. The pattern for the closed syllable type is 1 vowel letter, followed by 1 or more consonants. It's called a closed syllable because the consonant "closes in" the vowel letter. Watch what I do to decide if a syllable is closed. Sometimes we'll use syllables that are not words; therefore, you may not recognize these syllables.

- (Show me) Look at this syllable.
- First I find the vowel letter and touch under it. (Touch under vowel letter) There is 1 vowel letter.
- Then I look at the consonants. The single vowel letter is followed by 1 or more consonants. (Scrap index finger under vowel and the consonants)
- The gesture for a closed syllable is a closed fist, which I position under the syllable.
- I place the mit card under the column for Closed Syllable.
- Watch me figure out the types of more syllables. (Repeat with more syllables; follow text below for nonexample syllable types.)

Syllable Type	Teacher Text	Gesture
Vowel Team Silent-e	1. (Show syllable card) 2. (Show 2 fingers under the vowel letters) 3. There are 2 vowel letters so this can't be a closed syllable. 4. This syllable card goes under the Not Closed column.	Vowel Team: <i>gl<u>oa</u>m</i> Gesture: <i>cha<u>te</u></i>
Open	1. (Show syllable card) 2. (Show 1 finger under the vowel letter) 3. There is 1 vowel letter, but it's NOT followed by a consonant so this can't be a closed syllable. 4. This syllable card goes under the Not Closed column.	Open: <i>ta</i>

Syllable List	Nonexamples
Examples chog flos mit spax dax jaro roob wik drel kb skg zarf fen mar shair zop	Nonexamples chate be sho fibe ja demisp fibe joom ta gloum ro zt

The routines are taught through a three-step technique:

- Step 1, *Recognize the Syllable Type*, the focus is on learning to recognize the pattern and to make a gesture to enable the teacher to know whether students are correctly identifying it. Students sort single-syllable words until they develop fluency at recognizing the pattern of consonants and vowels of the particular syllable type.
- Step 2, *Read the Syllable Type*, the focus shifts to accurate and fluent reading of the syllable. The students apply their fluent recognition of the syllable type to produce the correct vowel sound that applies to each syllable type, and then blend and read the syllable.
- Step 3, *Read Multisyllable Words*, the purpose shifts to applying recognition and vowel sound pronunciation to reading two syllable pseudowords and words that appear in text. Instruction is provided on using proper techniques for syllable division.

This resource provides daily practice through the use of fast-paced routines that require multiple answers per minute using both gestures and verbal responses. Additional opportunities are provided using the student practice sheets that can be downloaded from your online customer account. The digital presentation feature allows the teacher the opportunity to circulate around the room to monitor learning. Effective pacing of the lesson and increased student engagement is a result of this digital support tool.

Alignment across 95 Percent Group's suite of reading intervention programs allows for supplemental instruction as needed. For example, students showing insufficient response to MSRC instruction can benefit from the corresponding lesson being taught using the more intensive process in our Phonics Lessons Library. Our consultants show teachers how to layer the phonics products to improve instruction.

Click on the links provided to view our complimentary [Multisyllable Routine Cards Sample Lesson](#), additional [MSRC product information](#) in our Web Store and our [MSRC Efficacy Reports](#).

## Logic Model for Multisyllable Routine Cards | 95 Percent Group Inc.

**Problem statement:** Second-third grade students need direct and explicit instruction on how to apply knowledge of syllable types and divisions in order to read multisyllable words. Teachers do not have the curricular materials with research-based strategies for routinely teaching and reinforcing skills related to reading multisyllable words.

<b>Resources</b> (What resources are or could be available?)	<b>Strategies and Activities</b> (What will the activities, events, and such be?)	<b>Outputs</b> (What are the initial products of these activities?)	<b>Short-term and Intermediate Outcomes</b>	<b>Long-term Outcomes &amp; Impacts</b>
<div data-bbox="70 262 410 440" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Administrator and teacher commitment to replace 10 minutes of daily whole group phonics instruction with this supplemental program. It can also small groups.                 </div> <div data-bbox="70 487 410 690" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Multisyllable Routine Cards (MSRC) with direct and explicit instruction on how to apply knowledge of syllable types and divisions to read multisyllable words.                 </div> <div data-bbox="70 720 410 890" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Gestures and verbal responses to recognize syllable types, read syllable types, and then read multisyllable words.                 </div> <div data-bbox="70 911 410 1211" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Teacher's Edition &amp; MSRC Digital Presentation that includes:                     <ul style="list-style-type: none"> <li>• Header Cards</li> <li>• Syllable Cards</li> <li>• Word Cards</li> <li>• Pseudoword Cards</li> <li>• Word Lists</li> <li>• Handouts and Answer Keys</li> </ul> </div> <div data-bbox="70 1246 410 1364" style="border: 1px solid black; padding: 5px;">                     Professional Learning:                     <ul style="list-style-type: none"> <li>• Training video</li> <li>• Virtual workshop</li> </ul> </div>	<div data-bbox="459 335 799 447" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Create a daily 10 minute block for MSRC instruction or use as part of small-group instruction.                 </div> <div data-bbox="459 526 799 720" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Follow the structured literacy dialogue for lessons in the Teacher's Edition and using the presentation file for recognizing patterns, identifying correct vowel sounds, and applying syllable division rules.                 </div> <div data-bbox="459 786 799 904" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Provide students with dozens of retrieval opportunities in every lesson.                 </div> <div data-bbox="459 942 799 1025" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students complete weekly formative assessments.                 </div> <div data-bbox="459 1078 799 1246" style="border: 1px solid black; padding: 5px;">                     Teacher uses a typical wireless remote to advance the digital slides which will allow the teacher to move about the classroom during instruction to monitor and support learning.                 </div>	<div data-bbox="845 335 1185 453" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students below benchmark receive focused intervention instruction (on advanced phonics) daily at the designated time.                 </div> <div data-bbox="845 534 1185 652" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students receive multiple practice opportunities and consistent skill reinforcement.                 </div> <div data-bbox="845 743 1185 881" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Teachers deliver comprehensive phonics lessons using a gradual release model (I Do, We Do, You Do).                 </div> <div data-bbox="845 951 1185 1046" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Phonics assessments and phonics lessons are consistent across grade/school levels.                 </div> <div data-bbox="845 1116 1185 1211" style="border: 1px solid black; padding: 5px;">                     Teachers analyze phonics data weekly to monitor progress.                 </div>	<div data-bbox="1230 288 1570 366" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students make progress along the continuum of phonics skills.                 </div> <div data-bbox="1230 392 1570 531" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students specific skill gaps are addressed in a timely manner, allowing for more accurate and rapid word recognition.                 </div> <div data-bbox="1230 557 1570 696" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students build better understanding of phonics patterns and can demonstrate proficiency in reading multisyllable words.                 </div> <div data-bbox="1230 730 1570 861" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students apply new knowledge during classroom activities that require decoding and encoding of multisyllable words.                 </div> <div data-bbox="1230 913 1570 1017" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students read more fluently and exhibit stronger reading comprehension.                 </div> <div data-bbox="1230 1060 1570 1199" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students score at or above benchmark on Universal Screener phonics and passage skill measures.                 </div> <div data-bbox="1230 1234 1570 1364" style="border: 1px solid black; padding: 5px;">                     Staff knowledge and expertise of practices that align with science of reading expand.                 </div>	<div data-bbox="1616 348 1955 513" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Students maintain grade-level proficiency without additional intervention (reducing costs associated with extra services), passing state reading assessments in grades 3-5.                 </div> <div data-bbox="1616 565 1955 704" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Teachers build their confidence and competence to effectively and efficiently teach reading to all students.                 </div> <div data-bbox="1616 756 1955 913" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Schools build institutional knowledge about advanced phonics instruction and adopt new practices for supporting readers who struggle with advanced phonics.                 </div> <div data-bbox="1616 982 1955 1121" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">                     Economic and social benefits of having strong readers, such as reducing dropout rate and increased opportunities for employment.                 </div> <div data-bbox="1616 1190 1955 1321" style="border: 1px solid black; padding: 5px;">                     Students achieve their desired goals, live to their full potential, and participate in our democratic governance.                 </div>

**Assumptions:** Teachers will be open to changing their approach to phonics 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

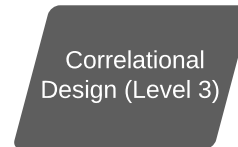
2021-2022

SUMMER/FALL 2022

2022-2023 School Year

	2021-2022	SUMMER/FALL 2022	2022-2023 School Year
Phonological Awareness	<p><b>PA Lessons</b> Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report September 2022</p>	
Phonics Intervention	<p><b>Phonics Lesson Library</b> Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report September 2022</p>	<p><b>Skill Series</b> Multi-School Pre/Post Study Recruitment: Spring 2022 Study Period: 2022-2023 School Year</p> <p>Report Completed Summer 2023</p>
Core Supplemental	<p><b>95 Phonics Core Program</b> Multi-School Treatment/Comparison Study Recruitment: Spring 2021 Study Period: 2021-2022 School Year</p>	<p>Report Completed September 2022</p>	<p><b>Teaching Comprehension</b> 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><b>Multisyllable Routine Cards</b> 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 &amp; CORE PA/Phonics Tests</p>	<p>Report Completed September 2022</p>	

## Shape Key







For additional information, please contact  
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[info@95percentgroup.com](mailto:info@95percentgroup.com)