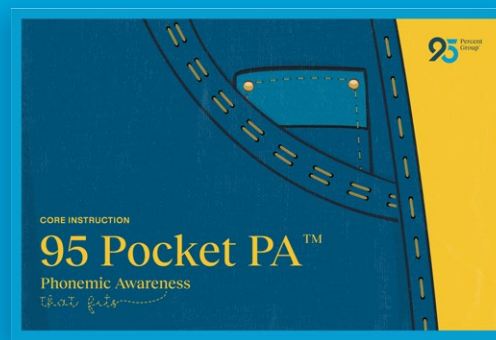

95 Phonemic Awareness Suite™ Overview

See the difference that comprehensive, evidence-based phonemic awareness can make for your beginning readers.



Featuring two brand
new products for
core and intervention
instruction



“ Our new 95 Phonemic Awareness Suite is grounded in the current research on phonemic awareness—providing teachers with an evidence-based, comprehensive program that will help young learners develop a foundation for becoming proficient readers.

LAURA STEWART

Chief Academic Officer
95 Percent Group™

Phonemic awareness and the science of reading

The science of reading is a dynamic body of convergent evidence that informs effective instruction in all areas of literacy development. From this body of research, valuable insights into what effective and efficient instruction looks like have been brought to light.

Science of reading is clear about the importance of phonemic awareness. Proper phonemic awareness instruction ensures that students perceive phonemes (speech sounds) accurately—which is a necessary foundation for learning letter-sound patterns. Developing that awareness is critical for reading and spelling because it supports the understanding of the alphabetic principle. Without those phonemic awareness skills, children are more likely to struggle to learn to read.



What does the research say about the qualities of an evidence-aligned, comprehensive phonemic awareness program?

- The core component is specialized for K-1.
- Instruction and practice should only take 5-10 minutes a day.
- Instruction includes connections to letters while still maintaining auditory tasks first. (Phonemic awareness instruction is NOT the same as phonics!).
- The program teaches concepts and provides practice for automaticity.
- Pronunciation support is provided so that teachers and students are “clipping” phonemes distinctly.
- There is an assessment component to identify students who may need intervention.
- The program includes an intervention program for students who need additional instruction and for older students who struggle with phoneme proficiency.

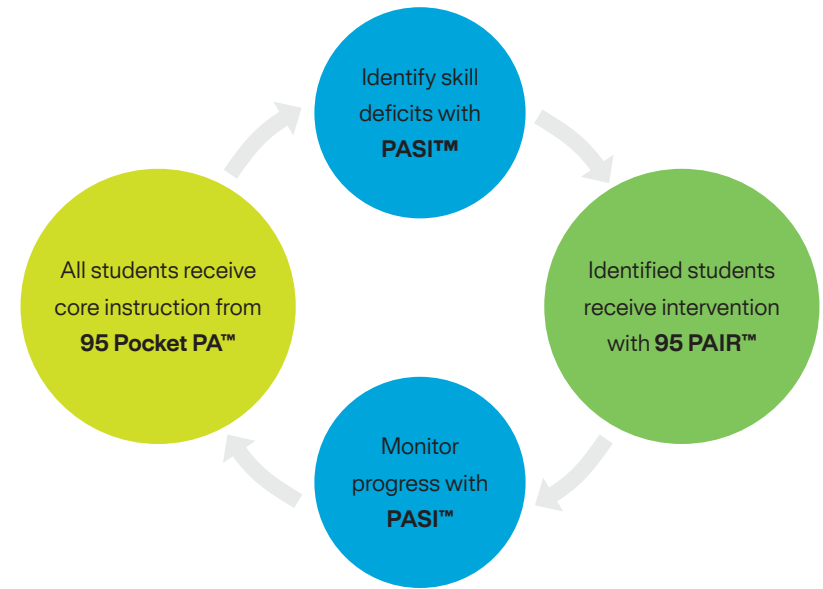
(Source: Ashby, J., McBride, M., Naftel, S., O'Brien, E., Paulson, L. H., Kilpatrick, D. A. & Moats, L. C. (2023). *Teaching Phoneme Awareness in 2023: A Guide for Educators*. https://louisamoats.com/wp-content/uploads/2023/02/Teaching-PA-in-2023_A-Guide-for-Educators_1.30.23.pdf)

Introducing 95 Phonemic Awareness Suite™

The 95 Phonemic Awareness Suite™ is a comprehensive, research-based suite that includes everything you need to effectively teach the foundational skills of phonemic awareness.

Phonemic awareness is an essential skill in reading development and a strong predictor of reading success. Our new comprehensive suite of solutions is aligned with the most recent reading research and provides educators with the full array of tools they need to help all students master these critical skills.

95 Phonemic Awareness Suite meets all students where they are by incorporating core instruction, a targeted diagnostic assessment, and aligned intervention lessons. Consistent instructional routines make for seamless movement across tiers, so students receive the exact support they need to reach their highest potential.



CORE

95 Pocket PA™

- 95 Pocket PA™ provides daily 10-minute lessons that dive directly into the phoneme level of instruction and make the critical connection to the grapheme for beginning readers.
- The research is clear—focusing on one or two phonemic awareness skills per day is best for effective learning. Pocket PA exemplifies this, making instruction easy to deliver and absorb.

ASSESSMENT

95 Phonemic Awareness Screener for Intervention™ (PASI™)

- PASI™ is a quick and precise assessment that identifies skill deficits and makes specific recommendations for effective intervention.
- PASI provides assessment and progress monitoring to measure skill mastery.

INTERVENTION

95 PAIR™ (Phonemic Awareness Intervention Resource)

- 95 PAIR™ includes targeted lessons on alphabetic awareness and phonemic awareness concepts for precision intervention.
- 95 PAIR™ is perfectly aligned with 95 Pocket PA for seamless intervention with familiar routines and instructional vocabulary.

95 Pocket PA™

CORE INSTRUCTION | SCOPE & SEQUENCE

95 Pocket PA™



Lesson		Phonemic Awareness Focus	
Kindergarten	G1-Remediation	1 Blending: Syllables	(D1-2) compound words (D3-5) non-compound words
		2 Segmenting & Blending: Syllables	(D1-2) compound words (D3-5) non-compound words
		3 Blending: Onset and Rime	Onset=continuant sounds only
		4 Segmenting & Blending: Onset from the Rime	Graphemes: t, p, n
		5 Isolation: Initial Phoneme	Onset=continuant sounds only
		6 Isolation: Initial Phoneme	Onset=continuant and stop sounds
	Grade 1	7-8 Isolation: Initial Phoneme	Graphemes: t, p, n, a, m, d
		9 Isolation: Initial Phoneme	Graphemes: Tt, Pp, Nn, Aa, Mm, Dd, Gg, Ss, Ii
		10 Identification: Same or Different Initial Phonemes	Graphemes: t, p, n, a, m, d, g, s, i, l, r, o
		11 Identification: Same or Different Initial Phonemes	Graphemes: Tt, Pp, Nn, Aa, Mm, Dd, Gg, Ss, Ii, Hh, Bb, l, r, o, c, f
		12-13 Isolation: Final Phoneme	Graphemes: t, p, n, m, d, g, s, b, l, r, f
		14 Blending: 2 phonemes	Initial continuant sounds only
K-Enrichment	Grade 1	15 Blending: 3 phonemes	Initial continuant sounds only
		16-17 Blending: 2-3 phonemes	Graphemes: all; Initial continuant sounds only
		18-21 Blending: 3 phonemes	Graphemes: all
		22 Segmenting: 2-3 phonemes	(D1-2) 2 phonemes; (D3-5) 3 phonemes
		23 Segmenting & Blending: 2-3 phonemes	Graphemes: all; (D1-2) 2 phonemes; (D3-5) 3 phonemes
		24-26 Segmenting & Blending: 3 phonemes	All Short Vowels/All Consonants
	K-Enrichment	27-28 Segmenting & Blending: 4 phonemes	All Short Vowels/All Consonants/Initial Blends
		29-30 Segmenting & Blending: 3-4 phonemes	All Short Vowels/All Consonants/Final Blends
		31 Segmenting & Blending: 3-4 phonemes	All Short Vowels/All Consonants/Initial and Final Blends
		32 Addition: Initial Phoneme	Short Vowels/Initial Blends
		33 Deletion: Initial Phoneme	Short Vowels/Initial Blends
		34-35 Substitution: Initial Phoneme	Short Vowels/Initial Blends
		36 Substitution: Initial/Final Phoneme	Short Vowels/Initial Blends
		37 Addition: Final Phoneme	Short Vowels/Final Blends
		38 Deletion: Final Phoneme	Short Vowels/Final Blends
		39 Substitution: Initial/Final/Medial Phoneme	Short Vowels/Initial and Final Blends/Digraphs
		40-44 Manipulation: 2-4 Phonemes; all positions	Short Vowels/Initial and Final Blends/Digraphs
		45-50 Manipulation: 2-5 Phonemes; all positions	Short Vowels/Long Vowel Silent-e/Blends/Digraphs

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KEY: Phonological (no graphemes) Phoneme-Grapheme Connections

Phonological sensitivity

Initial phoneme

Segmenting & blending

Phoneme manipulation
& word chaining

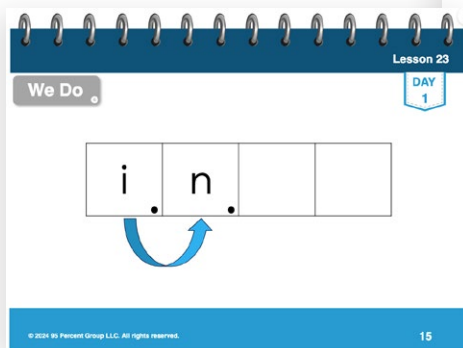
Research-based instruction that begins with sounds and then incorporates graphemes

Digital presentation files to maintain student focus and provide immediate feedback

Easy to follow format, manageably sized for whole class instruction

9"

6"



We Do

This time, you'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is it. Word? **it**

Say the word in context: It is raining.

- Finger-stretch and say the sounds in it. /i/ /t/
- How many sounds? **2**
- How many boxes should I dot? **2**
- Say the sounds with me as I dot the boxes. /i/ /t/

.	.		
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For the next part of the lesson, remind students to put their finger in the air, pointing towards the displayed word, and scoop as they blend the sounds, and slide their finger from left to right as they read the word.

LESSON 23

12

Segmenting & Blending | 2-3 Phonemes

DAY 1

GRAPHEMES

Now, I write the letters that spell the sounds.

- The first sound is /i/.
- Which letter spells the sound /i/? **i**
- The last sound is /t/.
- Which letter spells the sound /t/? **t**

i	.	t	.		
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- Sounds? /i/ /t/ (Scoop under each box and blend the sounds.)
- Word? **it** (Slide your finger under the boxes and read the word.)

Repeat the previous steps for additional **We Do** practice with the following words.

1. o . n .	4. a . t .	6. i . n .
2. a . n .	5. i . f .	7. u . p .
3. a . m .		

Strong focus on segmenting and blending

ASSESSMENT

95 Phonemic Awareness Screener for Intervention™ (PASI™)

95 Phonemic Awareness Screener for Intervention™ allows educators to assess students in less than 10 minutes on:

- Phonemic awareness
- Letter naming
- Letter-sound correspondences



Administration Directions

Skill PA4: Segmentation | 2-3 Phonemes

We're going to say every sound in a word.

My turn.

- The word is he.
- First, I say the word slowly so that I can hear all of the sounds—/h h h ē ē ē/.
- Next, I'll use my fingers to stretch and say each sound. The sounds in the word he are /h/ /ē/.
- There are 2 sounds in the word he. (Point to each finger as you say each sound again.) /h/ /ē/

It's your turn. I'll say a word and you'll stretch your fingers while saying each sound.

Ready?

- Say: bee.
- What are the sounds in the word bee? /b/ /ē/

Now, I will have you say every sound in more words. Ready?

Teacher Dictates	Correct Response	Student's Response	Score
Say: way . Say each sound.	/w/ /ā/		/1
five	/f/ /ī/ /v/		/1
oak	/ō/ /k/		/1
hash	/h/ /ă/ /sh/		/1
me	/m/ /ē/		/1
Total			/5

Students that score below 80%, should receive explicit intervention in a small group setting using **PA4 Chips** and **PA4 Letters** lessons from the **Phonemic Awareness Intervention Resource™ (PAIR™)**.

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Results point to specific lessons for intervention in 95 PAIR™, removing the guesswork for educators.

95 PAIR™ (Phonemic Awareness Intervention Resource)

INTERVENTION | SCOPE & SEQUENCE

95 PAIR™ Phonemic Awareness Intervention Resource™



Alphabetic Awareness

The sequence of the **Alphabetic Awareness** lessons is strategically designed based on utility. The order in which these lessons appear also aligns with the *Kindergarten 95 Phonics Core Program*®. By choosing high-utility, lowercase consonants along with the short vowel letter *a*, students can immediately apply the letters through writing and reading tasks (e.g. The letters *t, p, n, a* are included in words such as *at, an, pan, pat, tan, tap, nap*). When taught in order, the lessons are cumulative.

Although the letters are grouped in sets of 4 or 5 lowercase letters, followed by instruction for teaching their uppercase partners, the lessons can be implemented based on each student's deficits measured by the administration of Skills P1a-c on the *Phonemic Awareness Screener for Intervention*™ (PASI™).

Lesson Progression

t p n a
T P N A
m d g s i
M D G S I
h b l r o
H B L R O
c f j w
C F J W
z k e y v
Z K E Y V
q x u
Q X U

Skill Phonemic Awareness

PA.a	Blending: Syllables (Compound Words) Shapes Segmenting & Blending: Syllables (Compound Words) Shapes
PA.b	Blending: Syllables (Non-Compound Words) Shapes Segmenting & Blending: Syllables (Non-Compound Words) Shapes
PA.c	Blending: Onset-Rime Shapes Segmenting & Blending: Onset-Rime Shapes and Letters
PA1	Isolation: Initial Phoneme Shapes and Letters
PA2	Isolation: Final Phoneme Shapes and Letters
PA3	Blending: 2-3 Phonemes Chips Blending: 2-3 Phonemes Letters
PA4	Segmenting & Blending: 2-3 Phonemes Chips Segmenting & Blending: 2-3 Phonemes Letters
PA5	Segmenting & Blending: 4 Phonemes Chips Segmenting & Blending: 4 Phonemes Letters
PA6	Addition: Initial Phoneme Chips Addition: Initial Phoneme Letters
PA7	Addition: Final Phoneme Chips Addition: Final Phoneme Letters
PA8	Deletion: Initial Phoneme Chips Deletion: Initial Phoneme Letters
PA9	Deletion: Final Phoneme Chips Deletion: Final Phoneme Letters
PA10	Substitution: Initial Phoneme Chips Substitution: Initial Phoneme Letters
PA11	Substitution: Final Phoneme Chips Substitution: Final Phoneme Letters

Initial phoneme

Segmenting & blending

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The **Phonemic Awareness Screener for Intervention**™ (PASI™) should be used to determine skill deficits, to form intervention groups, and to assess as well as progress monitor students' proficiency levels with alphabetic awareness (P1a-c) and skills PA1-11.

Letters & letter-sound correspondence

Alphabetic awareness

Visual aids that support
ALL students

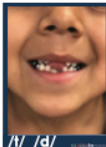

Direct instructions for
working with English
Language Learners

Explicit instruction
on articulation that
uses Kids Lips™

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss **Tt** Uu Vv Ww Xx Yy Zz

MATERIALS

- Teacher Board/Marker
- Student Mirrors
- Student Boards/Markers
- 10 Picture Cards (Select 6 examples and 4 non-examples)

PHONEME ARTICULATION

We are going to learn about letter **t** and the sound it spells.
Look at the Sound-Spelling Card for **t**. (Hold up the Sound-Spelling Card.)
The keyword picture for /t/ is **toe**. Say **toe**. **toe**

This is letter **t**. What letter? **t**

Letter **t** has a job. Its job is to spell the sound /t/.

I Do

Watch my mouth as I say the sound /t/.

Place

When I make the sound /t/,

- My lips are open.
- My tongue is touching the roof of my mouth, just behind my teeth.

Manner

I put my hand on my throat—/t/.


- I don't feel a vibration in my throat, so /t/ is an unvoiced sound.
Because your voice box is not on when you say the sound, we call it **unvoiced**.

When I say /t/, it's not possible to continue making the sound.
The sound stops.

(Hold up the Kid Lips Card.) Watch me say this sound—/t/. Does my mouth look like the Kid Lips Card? **yes**

Cross-Linguistic Connections for EL Students:

- In Spanish, the /t/ sound is made slightly different. The Spanish sound /t/ is more dental—the tongue is tapping the back of the upper, front teeth. So, it is important that students see and feel how the sound /t/, in English, is articulated with the tip of the tongue tapping the ridge behind the upper set of teeth.
- The Spanish sound /t/ is found in the initial and medial positions in words. The sound /t/ in Spanish words is not found in the final position.
- Provide many opportunities for students to hear and produce the sound /t/ in the final position in words such as **mat**, **taste**, **mint**, **sent**, **about**, and **pat**.

 Remember, as you model the articulation of the sound /t/, keep the sound crisp and clip the schwa.

t **1**

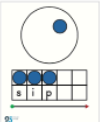
Phonemic awareness

I Do Chips & Letters *(continued)*

3. (Point to and count each chip.) 1-2-3. **There are 3 sounds in the word lip.**
(Point to each chip while saying its sound.)

- The first sound is /s/.
- The next sound is /i/.
- The last sound is /p/.

4. Now, I write the letter that spells each sound.
(Write the letter for each sound under its blue chip.)



- The first sound is /s/ spelled with the letter s. I write the letter s under the first blue chip.
- The next sound is /i/ spelled with the vowel letter i. I write the vowel letter i under the middle chip.
- The last sound is /p/ spelled with the letter p. I write the letter p under the last chip.

5. I scoop my finger under each letter as I blend the sounds— /sss/ /iii/ /p/.

6. Finally, I slide my finger along the line as I read the word—lip.

Repeat the previous steps for additional **I Do** practice with the following words: **on** (o-7), **zap** (z-1), **not**.

We Do Chips & Letters—Level 1

The teacher will manipulate the chips. Students should not receive mats and chips until the **You Do** portion of the lesson.

This time, I'll move the chips, and you'll answer with me.

The word is **lip**. (Show picture card I-16.) Word? **lip**

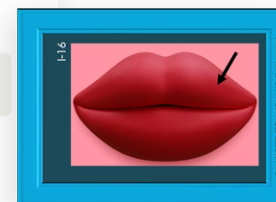
Say the word in context: **He had a cut on his lip.**

- Let's finger-stretch the word **lip**. /l/ /i/ /p/
- How many sounds are in **lip**? **3**
- Say each sound with me as I pull its chip down. /lll/ /iii/ /ppp/
- Now, I write the letters that spell the sounds.
 - The first sound is /l/. Which letter spells the /l/ sound? **l**
 - The next sound is /i/. Which letter spells the /i/ sound? **i**
 - The last sound is /p/. Which letter spells the /p/ sound? **p**
- Now, blend the sounds as I scoop under each letter. /lll/ /iii/ /ppp/
- Finally, read the word. (Slide your finger along the line.) **lip**
- (Have the students slide a finger in the air as they read the word 2 more times.) What's the word? **lip** Again. **Lip**

Repeat the previous steps for additional **We Do** practice with the following words: **log** (l-20), **us** (u-12), **fig**.

Instruction that begins with auditory tasks and then incorporates letters

Routines that make abstract concepts more concrete with manipulatives, words in context, and visual aids



Interlocking tiers of instruction

Consistent instructional language and routines allow for seamless transitions between tiers and keep students focused on the learning.

CORE

The word is fan. Word? **fan**

Say the word in context: The fan will keep you cool.

- Finger-stretch and say the sounds in fan. /f/ /ă/ /n/
- How many sounds? **3**
- How many boxes should I dot? **3**
- Say the sounds with me as I dot the boxes. /f/ /ă/ /n/

.	.	.	

Now, I'll write the letters that spell the sounds.

- The first sound is /f/.
- Which letter spells the sound /f/? **f**
- The next sound is /ă/.
- Which letter spells the sound /ă/? **a**
- The last sound is /n/.
- Which letter spells the sound /n/? **n**

f	a	n	
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- Sounds? /f/ /ă/ /n/ (Scoop under each box and blend the sounds.)
- Word? **fan** (Slide your finger under the boxes and read the word.)

PHONEMES FIRST

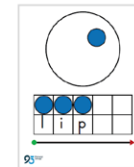
THEN GRAPHEMES

INTERVENTION

The word is lip. (Show picture card I-16.) Word? **lip**

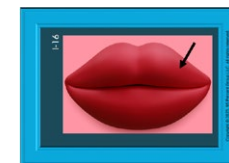
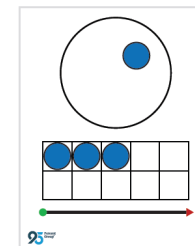
Say the word in context: He had a cut on his lip.

1. Let's finger-stretch the word lip. /l/ /i/ /p/
2. How many sounds are in lip? **3**
3. Say each sound with me as I pull its chip down. /l/ /i/ /p/
4. Now, I write the letters that spell the sounds.



- The first sound is /l/.
- Which letter spells the /l/ sound? **l**
- The next sound is /i/.
- Which letter spells the /i/ sound? **i**
- The last sound is /p/.
- Which letter spells the /p/ sound? **p**

5. Now, blend the sounds as I scoop under each letter. /l/ /i/ /p/
6. Finally, read the word. (Slide your finger along the line.) **lip**
7. (Have the students slide a finger in the air as they read the word 2 more times.) What's the word? **lip** Again. **Lip**



The 95 Phonemic Awareness Suite™

Everything you need to teach the critical foundational skills of phonemic awareness effectively.

CORE

- 95 Pocket PA™ teacher's guide
- Digital presentation files
- Downloadable sound-spelling mats
- Write-on/wipe-off sleeves (25)
- Dry erase markers (25)
- Articulation videos

ASSESSMENT

- Downloadable PASI™

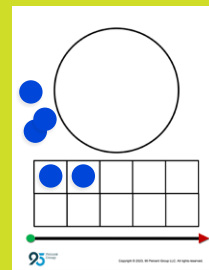
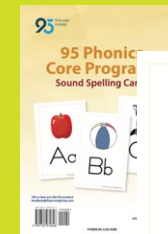
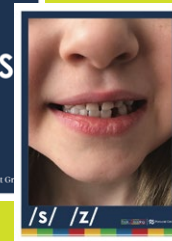
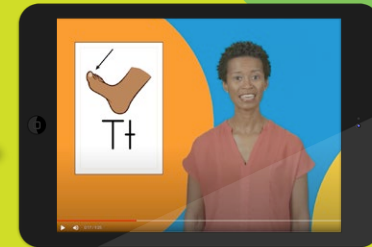
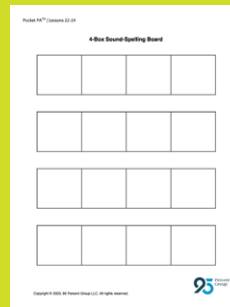
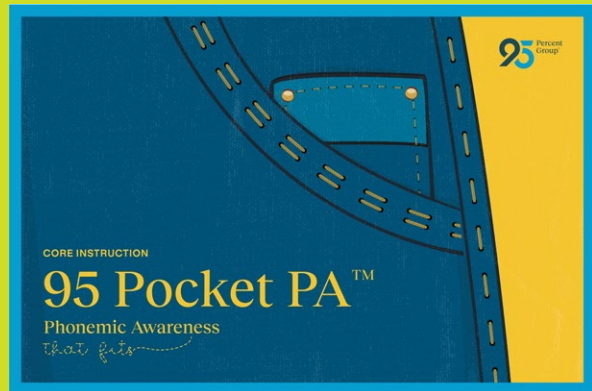
INTERVENTION

- 95 PAIR™ (Phonemic awareness intervention resource)
- Kid Lips™ cards
- 95 sound-spelling cards
- Picture cards (260 double-sided cards)
- Double-sided magnetic teacher whiteboard with corresponding magnetic mats and chips
- Student manipulatives for 5 students, including:
 - Word mats
 - Phoneme segmentation mats
 - 3-line writing mats
 - 5-line writing mats
 - Student chips
 - Slider bags
 - Handheld mirrors

To learn more, visit our website at:

95percentgroup.com/phonemic-awareness

95 PA Suite™ includes:



...and more!



Trusted, proven
literacy solutions

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