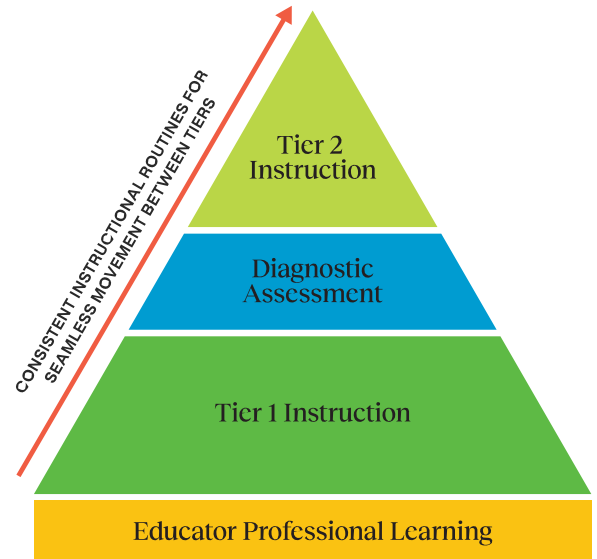


# 95 Phonemic Awareness Suite™

Everything you need to teach the critical foundational skill of phonemic awareness, effectively

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 Phonemic Awareness™ (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 to 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.
- Provides assessment and progress monitoring to attain skill mastery.

## INTERVENTION

### 95 Phonemic Awareness Intervention Resource™ (PAIR)

- Targeted lessons on Alphabetic Awareness and Phonemic Awareness concepts for precision intervention.
- Perfectly aligned with Pocket PA for seamless intervention with familiar routine.



Experience 95 Phonemic Awareness Suite for yourself!

Scan the code to download our introductory on-demand 95 Phonemic Awareness Suite webinar and access a free trial of this easy-to-use, best-in-class management tool.

[info.95percentgroup.com/pas-webinar-series-od](https://info.95percentgroup.com/pas-webinar-series-od)



One95™  
Literacy Ecosystem™

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

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KEY: Phonological (no graphemes) Phoneme-Grapheme Connections

# A Peek Inside

ENGAGING instructional dialogue

**We Do**

Let's practice together. This time, you'll finger-stretch and answer with me.

Before we begin, pick up your pencil and hold it in the hand you use to write. You will use your other hand to finger-stretch. Now, lay your pencil down. Show me the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Ready?

The word is so. Word? so

Say the word in context: I am so happy.

- Finger-stretch and say the sounds in so. /s/ /ə/
- How many sounds? 2

The next word is add. Word? add

Say the word in context: Can you add the numbers?

- Finger-stretch and say the sounds in add. /ə/ /d/
- How many sounds? 2

The next word is pay. Word? pay

Say the word in context: She will pay for your lunch.

- Finger-stretch and say the sounds in pay. /p/ /e/
- How many sounds? 2

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

tie	/t/ /i/	it	/i/ /t/	day	/d/ /ə/
no	/n/ /ə/	see	/s/ /i/	low	/l/ /ə/
me	/m/ /e/	shy	/ʃ/ /i/	knee	/n/ /e/



Introduce a skill through **AUDITORY** tasks first

Explicit instruction and practice with **FINGER-STRETCHING**



LESSON 22

2

Segmenting | 2-3 Phonemes

