



# 95 Phonics Core Program<sup>®</sup>



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A prescriptive, systematic,  
rigorous, and explicit phonics  
program. That's our game changer.  
That's 95 Percent Group.

**JENNIFER BURTON**

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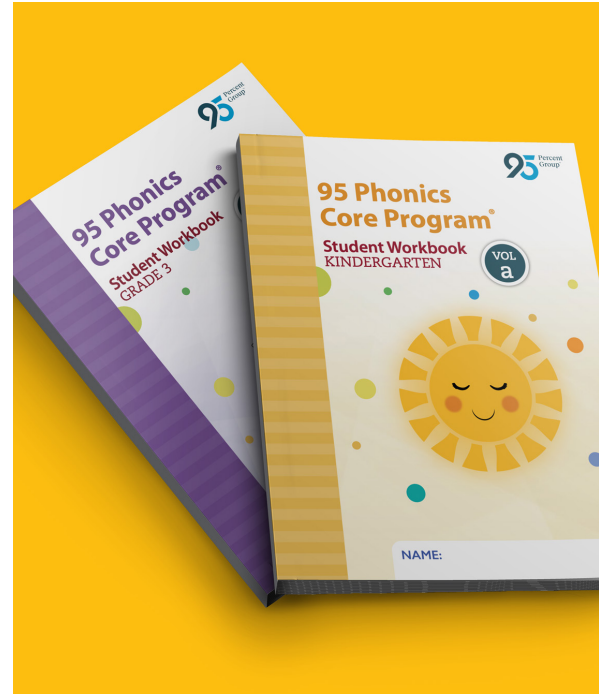
Former Director of Literacy  
Fulton County Schools

# Overview

95 Phonics Core Program® is a K–5 whole class evidence-based and research-aligned reading program designed to reduce or prevent intervention needs. Based in the science of reading, it builds critical phonics skills through explicit, systematic, and cumulative instruction that meets students where they are.

95 Phonics Core Program meets the Every Student Succeeds Act (ESSA) standards of evidence—earning ESSA Level 1 evidence.

Compatible with any literacy curriculum, 95 Phonics Core Program serves as a phonics and word study strand that’s taught for 30 minutes daily. This program provides a continuum of instruction using consistent practices to get children reading on grade-level. This whole class resource is an essential part of our comprehensive One95 Literacy Ecosystem™ of products and professional learning.



## ESSA research has shown that 95 Phonics Core Program:

- Improves phonics knowledge for students significantly more than other phonics programs.
- Addresses the needs of students of all backgrounds to grow their phonics skills, with similar gains seen across gender, EL status, and SPED status.
- Meets students at their current skill level and enables them to advance regardless of their starting point—even for those below benchmark.

## The program easily integrates into a daily K-5 reading block through:

- Easy-to-follow instructional dialogue for teacher-directed instruction based on a structured literacy approach.
- Ready-made digital presentation files, summative assessments, implementation resources, and more—which bring lessons to life and require zero teacher prep.
- Student workbooks and manipulatives that provide built-in practice opportunities to reinforce skills.
- A Gradual Release Model that honors student needs, provides ample practice opportunities, and leads to mastery.

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Aligned with the science of reading, 95 Phonics Core Program lesson components are based on research findings that outline the most important components of a phonics program. This includes:

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### Phonological Awareness (PA)

Phonological awareness is an essential skill. Each of the program's K-3 lessons include a short, 2-minute PA warm-up that increases in complexity.

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### Orthographic Mapping

Research has shown that instructing students to study letter strings is more effective than using context or initial letter cues to decipher words. 95 Phonics Core Program explicitly teaches the link between the phonemic sounds in a word and the letter(s) that spell each sound with sound-spelling mapping through colored chips.

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### Fluency

For fluency to occur, students need to recognize nearly all words in a text. To best support students, 95 Phonics Core Program takes gradual steps. This starts at the word level, advances to reading phrases, and finally builds up to sentences and paragraphs.

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### High-Frequency Words (HFWs)

95 Phonics Core Program uses the Dolch list of high-frequency words, exposing students to these words in passages and daily fluency practice. A limited set of words that do not follow a distinct pattern are taught as "heart words," where some portion of the spelling must be memorized.

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### Passage Reading

Each weekly lesson includes two passages—one informational and one literary. This reviews letter-sound correspondences and blending CVC words. All passages are written by educators with a process created at 95 Percent Group called "Transfer to Text." This structured approach to helping students recognize pattern words in a text has been used with permission in Language Essentials for Teachers of Reading and Spelling (LETRS).

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## Morphology

Teaching students morphology can improve their ability to read, write, and comprehend complex words. Understanding how words are formed makes it easier to unlock and understand unfamiliar words. In grades 1-5, morphology instruction progresses from learning how the meaning of words change with the addition of inflected endings, common prefixes and suffixes, to building, reading and determining the meaning of words with Latin roots and Greek combining forms.

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## Writing

Students work on improving their writing skills through sentence dictation and written response to reading activities.

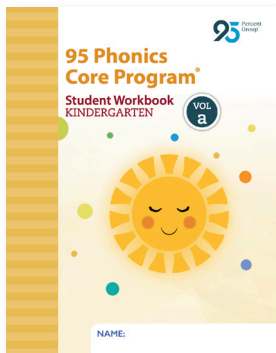
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## Spelling

At the end of each weekly lesson, a spelling assessment is administered. The goal of this assessment is to determine a student's proficiency based on the phonics focus from that week. Unlike traditional spelling tests, students are not expected to memorize a list of words. Through explicit instruction and application of the phonics skill over five days, students should be able to generalize the focus pattern when asked to spell a set of dictated words that follow it.

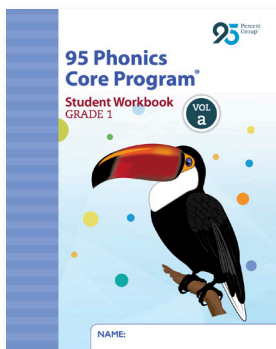
# 95 Phonics Core Program Core Concepts

Whole class and small group instruction is explicit, structured, and linked across grade levels to provide a seamless continuum of instruction that builds in complexity.



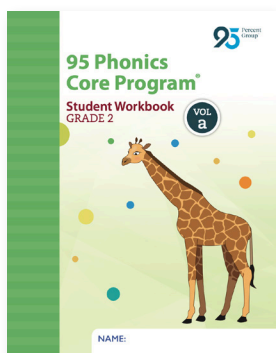
## Kindergarten

Kindergarteners build upon foundational reading standards by using phonemic awareness as an anchor for mastery of letter-sound correspondences. The program introduces reading and writing application tasks, supporting students in developing their automaticity in sound-to-grapheme connections.



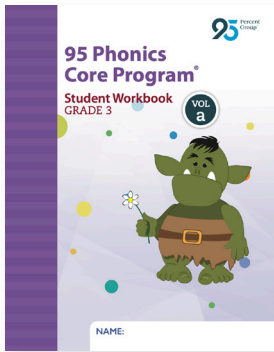
## Grade 1

Grade 1 students use consistent routines, dialogues, phonics chip colors, and gestures to build knowledge of phonemic awareness and phonics rules. Utility-based, high-frequency words allow students to expand their ability to read decodable and environmental text.



## Grade 2

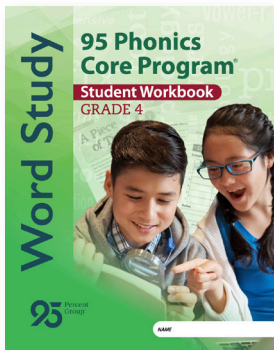
Grade 2 students sustain steady progress toward fluency as they work on strengthening and mastering their phonics and phonemic awareness skills. Using consistent and explicit lesson structures and learning phonics skills in sequential order, students will successfully identify, read, and write grade-level text.



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## Grade 3

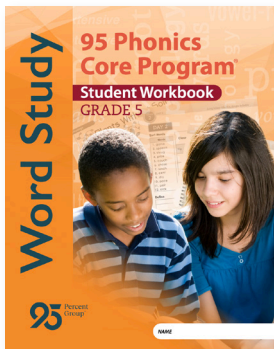
Grade 3 focuses on using the previously taught foundational phonemic awareness and phonics skills to build automaticity in reading multisyllable words in both isolation and in text. Instruction centers on explicitly teaching the six syllable types and the morphological structures of words. Decoding and encoding application tasks ensure students have the word attack skills necessary for reading and writing text with increasing complexity.



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## Grade 4

Grade 4 students engage with authentic text based on science, social studies, and pop culture topics to learn word attack strategies. The program uses explicitly designed word study routines to analyze words using multisyllabic patterns and morphological structures. Key features include multisyllable word work with explicit instruction on the six syllable types and morphology instruction for building word knowledge.



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## Grade 5

Grade 5 students continue to strengthen their literacy skills and prepare for more complex texts in middle school. Sustained word study routines help them analyze complex words using multisyllabic patterns and morphological structures. Science, social studies, and pop culture topics keep them engaged.

# Sample lessons

Explicitly crafted instructional dialogue keeps the teacher–student interaction consistent, clear, and precise.

**Writing**

7 min

**SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS**

We're going to practice moving sound chips into boxes and then writing the letters to spell the words.

Today we have a new chip. The yellow chip represents the single sound of a vowel team. It reminds us that, while vowel teams are spelled with more than 1 vowel, they are pronounced as 1 sound.

Let's do one together. Watch me move the chips and write the letters.

The word is bright. Word? **bright**

Chips	Letters
<ul style="list-style-type: none"> <li>Finger-stretch bright. /b/ /r/ /i/ /t/</li> <li>How many sounds? <b>4</b> How many boxes should I dot? <b>4</b></li> <li>First sound? /b/ Chip? <b>blue</b></li> <li>Second sound? /r/ Chip? <b>blue</b></li> <li>Third sound? /i/ Chip? <b>yellow</b></li> <li>Fourth sound? /t/ Chip? <b>blue</b></li> </ul>	<ul style="list-style-type: none"> <li>Which letter spells the /b/ sound? <b>b</b></li> <li>Which letter spells the /r/ sound? <b>r</b></li> <li>Which letter or letters spell the /i/ sound? <b>i-g-h</b></li> <li>Which letter spells the /t/ sound? <b>t</b></li> <li>Sounds? /b/ /r/ /i/ /t/</li> <li>Word? <b>bright</b></li> </ul>

The easy-to-follow lessons contain teacher tips, recommendations for corrective feedback, and visuals to support teachers' confidence in delivering effective, knowledgeable instruction.

The use of colored sound chips along with phoneme-grapheme mapping supports orthographic mapping—the process the brain uses to recognize words that stored in long-term memory.

GRADE 2

Lessons include proven effective routines based on the science of reading for teaching and applying the six syllable types in both reading and spelling. These routines lead to automaticity when decoding more complex word patterns.

**Phonics Pattern**

4 min

**READING MULTISYLLABLE WORDS**

Now we will practice reading multisyllable words. Let's try the first word together. I'll answer and gesture with you. (Students should be pointing and gesturing throughout the routine.)

(Display insect.)

**Step 1: Find the vowels.**

- Use both hands to find the vowels in each syllable.
- Point to the letter *i* with your left pointer finger, and the letter *e* with your right pointer finger.

**Step 2: Underline the vowels.**

- Which letters should I underline to represent the vowel sounds? **i and e**
- How many vowel sounds? **2** How many syllables? **2**

**Step 3: Draw a line between the syllables.**

- How many consonants between the vowel sounds? **2**
- Where do I draw a line? **between the n and s**

**Step 4: Read each syllable.**

<p>Read the first syllable. I cover the second syllable and look at the first one.</p> <ul style="list-style-type: none"> <li>Syllable type and gesture? <b>closed</b></li> <li>Vowel sound? /i/</li> <li>Syllable? <b>in</b></li> </ul>	<p>Read the second syllable. I cover the first syllable and look at the second one.</p> <ul style="list-style-type: none"> <li>Syllable type and gesture? <b>closed</b></li> <li>Vowel sound? /e/</li> <li>Syllable? <b>sect</b></li> </ul>
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**Step 5: Read the word.**

- Word? **insect**

GRADE 3

## EXPAND

(Display sentence.) Read this sentence aloud with me.

*Sherry could not read the diagram, so she needed to expand the image to make it larger.*

The underlined word in this sentence is *expand*. What's the word? **expand**

The first morpheme in this word is *ex-*.

- *Ex-* is a prefix meaning "out."
  - Write *ex-* in the first box under the word *expand*.
- Repeat after me.
  - The prefix *ex-* means "out." **The prefix *ex-* means "out."**

What is the last morpheme in this word? **pand**

- The Latin root *pand* means "to spread."
  - Write the Latin root *pand* in the empty box under the word *expand*.
- Repeat after me.
  - The Latin root *pand* means "to spread." **The Latin root *pand* means "to spread."**

What is the word? **expand**

Using what you know about the meanings of the morphemes, try building a definition for the word *expand*.

- Write your definition for *expand* in your workbook. (Monitor students as they write their definition for the word, providing support as needed.)

Before having students check their definition, give them a chance to share ideas with a partner, or ask a few students to share aloud with the class.

Sherry could not read the diagram, so she needed to expand the image to make it larger.



expand	
ex	pand
out	to spread

Build vocabulary knowledge and support reading comprehension by teaching the morphological structure of words. This promotes confidence and independence when reading authentic and content-based text.

## GRADE 5

Each daily lesson begins with quick phonemic awareness and phonics-based warm-up activities to reinforce previously taught skills. The small doses of purposeful review provide the cumulative application required for learning to "stick."

### Warm Up



3 min

#### GUESS THE PATTERN

To warm up today you will "Guess the Pattern" for a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to guess this pattern. Once you have guessed the pattern, write a brief description of it on your whiteboard.

Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

#### Answer Key

The pattern is: **words that end with the suffix *-ous*.**

Follow-up question: **What does the suffix *-ous* mean? full of or having; characterized by, like**

Let's read aloud these words that have the suffix *-ous*. Ready? **Begin. dangerous, tremendous, anonymous, generous, nervous, poisonous, adventurous, enormous**



dangerous	nervous
tremendous	poisonous
anonymous	adventurous
generous	enormous

## GRADE 5

# What's included

The 95 Phonics Core Program Classroom Kit includes robust printed materials and digital resources accessed through 95 Percent Group's customer portal.

## Print

- Teacher's Editions: Three full-color TEs with 10 lessons each
- Student Workbook Set: Four student workbooks for the school year with 7-8 lessons
- Student Manipulatives Kit with materials that match students' developmental needs by grade
- Sound-Spelling Cards: 50 easy-to-clean full color cards to remind students of keywords and letter-sound associations

## Digital

- Presentation files: Animated files featuring images to guide daily instruction
- End of unit assessments
- Family support letters
- Product training video: This one-hour training provides an overview of the program and tips for teaching the lessons
- Ongoing teacher support: Additional updates with tips and resources

# Resource Center

Our 95 Phonics Core Program Resource Center gives you the opportunity to view and download critical components by grade level, including:

- Program Introduction and Rationale
- Sample Lessons
- Scope and Sequence
- Weekly Lesson Components
- Student Manipulatives
- Sound Spelling Card Lists
- Ancillary Materials
- Digital Presentation Files
- Alignment to CCSS Foundational Skills
- Ongoing Product Efficacy Research
- Summative Assessment



View and download grade-level samples at our 95 Phonics Core Program Resource Center.

## English learners

English Learners (ELs) need instruction in the phonological structure of a new language to acquire the skills to move from the syllabic structure of their native language to the phonemic structure of English language. 95 Phonics Core Program meets the needs of English Learners through instructional routines that provide explicit information about the structure of the English language. Embedded routines allow students to advance through levels more quickly, preparing them for higher levels of orthographic mapping.



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## Students on IEPs for dyslexia or other reading disorders

Meeting students where they are is key to effective intervention instruction. Through the 95 Phonics Core Program gradual release model, teachers can differentiate and scaffold instruction as necessary through the I DO, WE DO, YOU DO model. This allows teachers to spend as much—or as little—time as necessary on a given skill.

Manipulatives are useful in providing extra support for struggling students. The 95 Phonics Program multisensory lessons use all the senses to engage learners. Through the provided manipulatives, students' visual, auditory, and kinesthetic sensory pathways are engaged during instruction—helping them master new skills.

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## Tier 2 and 3 intervention programs

95 Phonics Core Program aligns with our Tier 2 and 3 intervention programs. This ensures students who receive instruction in multiple tiers benefit from the crossover of processes, strategies, and instructional language.



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Contact a literacy expert for more information.

Trusted, proven  
literacy solutions

[sales@95percentgroup.com](mailto:sales@95percentgroup.com) | 847.499.8200  
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