INTERVENTION | SCOPE & SEQUENCE

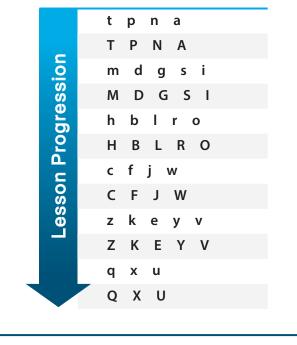
95 $\operatorname{PAIR}^{^{\scriptscriptstyle{\mathsf{TM}}}}$ Phonemic Awareness Intervention Resource^{**}



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 <u>a</u>, 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 <u>at</u>, <u>an</u>, <u>pan</u>, <u>pat</u>, <u>tan</u>, <u>tap</u>, <u>nap</u>). 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*TM (PASITM).



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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.