

95 Percent Group LLC
95 Phonics Core Program © 2020
Grade K correlated to the
Common Core State Standards for English Language Arts,
Reading: Foundational Skills (2010), Grade K

| Standard | Descriptor | Citations |
|---|---|---|
| Reading Standards: Foundational Skills | | |
| Print Concepts | | |
| RF.K.1 | Demonstrate understanding of the organization and basic features of print. | |
| RF.K.1a | Follow words from left to right, top to bottom, and page by page. | TE: 14–15, 21, 25, 32, 50, 55, 66, 76, 82, 94, 103 |
| RF.K.1b | Recognize that spoken words are represented in written language by specific sequences of letters. | TE: 19, 40, 74, 80, 86, 122, 133, 153, 158, 162, 168, 173, 178, 183, 187, 204, 222, 227, 234, 245, 252, 258, 264, 275 |
| RF.K.1c | Understand that words are separated by spaces in print. | TE: 76, 82, 103–104, 209, 214 |
| RF.K.1d | Recognize and name all upper- and lowercase letters of the alphabet. | <i>Students identify upper and lowercase letter names in Letter-Sound Correspondence activities throughout all lessons of the Teacher’s Edition. Representative examples listed below:</i> TE: 42, 99–100, 105, 146, 250, 290, 308, 404, 483, 500, 527, 584 SW: Vol a: 5–11, 13–15, 17, 19–21, 23–27, 29–30, 34–35, 39; Vol b: 3, 5, 9, 12, 16, 19, 22–23, 27, 31, 33, 35, 40, 42, 44, 48, 50, 53, 57–58, 60, 62 |
| Phonological Awareness | | |
| RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| RF.K.2a | Recognize and produce rhyming words. | TE: 278, 284, 288–289, 293, 297–298, 301–302, 307, 312, 316–317, 321, 325 |
| RF.K.2b | Count, pronounce, blend, and segment syllables in spoken words. | TE: 20, 22, 24–25, 28–29, 31–32, 35, 37, 41–42, 45, 88, 93, 114, 119, 124, 129–130, 134–135, 139–140, 145, 149–150, 154–155, 159–160, 163–164, 169–170, 175, 180, 184–185, 189–190, 195, 199, 205–206, 211–212, 216 |
| RF.K.2c | Blend and segment onsets and rimes of single-syllable spoken words. | TE: 218, 223–224, 229–230, 236–237, 241–242, 247–248, 253–254, 260, 266, 271–272, 277 |
| RF.K.2d | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.) | TE: 326, 332, 335, 340, 344, 349–350, 354, 364, 367–368, 371, 372, 377, 378, 381, 386, 387, 391, 398, 403–404, 409, 413–414, 418–419, 422, 466, 469 |

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| RF.K.2e | Add or substitute individual sounds (phonemes) in simple, one-syllable words. | TE: 504, 508–509, 512–513, 516–517, 520–521, 525–526, 530–531, 534–535, 538, 541–542, 545, 588, 592–593, 595–596, 599, 602, 605 |
| Phonics and Word Recognition | | |
| RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. | | |
| RF.K.3a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. | <p><i>Volumes 1 and 2 contain letter-sound instruction on the most frequent sound for each consonant throughout each day of each lesson. Representative examples listed below:</i></p> <p>TE: 37–38, 42–43, 46–47, 51, 56, 116, 120, 125–126, 130–131, 135–136, 279–280, 285, 289–290, 294, 298–299</p> <p><i>Students may practice consonant letter-sounds in the Read Words/Phrases/Sentences activities found throughout the Student Workbook. Representative examples listed below:</i></p> <p>SW: Vol a: 27, 30, 39; Vol b: 7, 20, 60</p> |
| RF.K.3b | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | <p>TE: 71–72, 77–78, 83, 105, 109, 141–142, 146, 201–202, 213, 219–220, 225, 303, 322, 327, 333, 373, 378–379, 399, 410, 419, 420, 425, 432–433, 439, 443, 451, 458–459, 463, 470–471, 478, 483, 487–488, 491, 495, 500, 505, 509–510, 513, 517–518, 522, 527, 531–532, 535, 539, 542–543, 547, 551, 555, 558–559, 562, 567, 572, 576, 580, 584, 589, 603</p> <p>SW: Vol b: 1–6, 22–36, 45–62; Vol c: 1–24, 25–26</p> |
| RF.K.3c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | <p><i>Students read high-frequency words throughout all lessons of the Teacher’s Edition. Representative examples listed below:</i></p> <p>TE: 54, 123, 163, 265, 306, 331, 386, 446, 476, 541, 595</p> |
| RF.K.3d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | <i>This standard is beyond the scope of the grade K of the program.</i> |
| Fluency | | |
| RF.K.4 | Read emergent-reader texts with purpose and understanding. | <p>TE: 334, 342, 356, 365, 380, 389, 407, 417, 429, 436, 447, 455, 467, 474, 488, 496, 510, 518, 532, 539, 552, 559, 572, 580, 593, 600</p> <p>SW: Vol b: 28–30, 37–39, 45–47, 54–56; Vol c: 1–3, 9–11, 17–19, 25–27, 33–35, 41–43, 49–51, 57–59, 65–67</p> |