



**95 Percent Group LLC**  
**95 Phonics Core Program © 2020**  
**Grade 1** correlated to the  
**Common Core State Standards for English Language Arts,**  
**Reading: Foundational Skills (2010), Grade 1**

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
<b>Print Concepts</b>		
<b>RF.1.1</b>	Demonstrate understanding of the organization and basic features of print.	
<b>RF.1.1a</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>TE:</b> 410, 434, 458
<b>Phonological Awareness</b>		
<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>RF.1.2a</b>	Distinguish long from short vowel sounds in spoken single-syllable words.	<b>TE:</b> 392-394, 401-403, 464-466, 470-471, 473-475, 406, 477-478, 501
<b>RF.1.2b</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>TE:</b> 17–18, 22, 26–27, 31, 36  <b>SW: Vol a:</b> 1–5
<b>RF.1.2c</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>TE:</b> 16–17, 21, 25–26, 30–31, 35, 140, 145, 150, 154, 157, 164, 168–169, 173, 179, 183, 262, 267, 272, 276, 279
<b>RF.1.2d</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>TE:</b> 140, 145, 150, 154, 157, 164, 168–169, 173, 179, 183, 262, 267, 272, 276, 279
<b>Phonics and Word Recognition</b>		
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.1.3a</b>	Know the spelling-sound correspondences for common consonant digraphs.	<b>TE:</b> 286–288, 292–293, 298, 312–314, 318–319, 324, 360–363, 368, 373–374  <b>SW: Vol b:</b> 80, 82–83, 88, 90–91, 99, 103, 105, 107; <b>Vol c:</b> 113, 115–116

Standard	Descriptor	Citations
<b>RF.1.3b</b>	Decode regularly spelled one-syllable words.	<p><b>TE:</b> 41–43, 47–49, 54, 69–70, 74, 93–94, 98, 117–118, 122, 141–142, 146, 164–166, 169–170, 190–192, 195–196, 197–199, 201–203, 211, 214–218, 219–220, 222–223, 225–227, 235, 238–242, 243–244, 249–251, 259, 262–266, 267–268, 269–271, 273–274, 283, 390–394, 396, 398, 401–403, 411, 414–418, 420, 422, 425–426, 435, 438–442, 444, 446, 449–451, 459, 462–466, 468, 470, 473–474, 483, 486–490, 492, 494, 497–498, 507, 510–513, 517, 521–522, 523–524, 538, 728–731, 734–735, 740</p> <p><b>SW: Vol a:</b> 8–9, 13, 15–16, 20, 22–23, 27, 29–30, 34, 35–36, 42, 44–46, 49;  <b>Vol b:</b> 51, 53–54, 58, 60–61, 66, 68–69, 73, 75–76, 80, 82–83, <b>Vol c:</b> 113, 115–116, 121, 123–124, 129, 131–132, 137, 139–140, 145, 147–148, 153, 156, 161;  <b>Vol d:</b> 221, 223</p>
<b>RF.1.3c</b>	Know final -e and common vowel team conventions for representing long vowel sounds.	<p><b>TE:</b> 390–394, 396, 398, 401–403, 414–418, 420, 422, 425–426, 438–442, 444, 446, 449–451, 462–466, 468, 470, 473–474, 486–490, 492, 494, 497–498, 510–513, 517, 521–522, 523–524, 651–654, 657, 659–660, 663–664, 666–667, 676–680, 683, 685–686, 688–689, 692–693, 703–707, 709–710, 712, 715–716, 718–719</p> <p><b>SW: Vol c:</b> 113, 115–116, 121, 123–124, 129, 131–132, 137, 139–140, 145, 147–148, 153, 156, 161; <b>Vol d:</b> 197, 199–200, 205, 207–208, 213, 215–216</p>
<b>RF.1.3d</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>TE:</b> 176–178, 518–520, 525–527, 627–629, 635, 743–745, 757–759, 764–766, 775–777
<b>RF.1.3e</b>	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p><b>TE:</b> 527–529, 533–534, 743–745, 747–749, 756–759, 762–765, 768</p> <p><b>SW: Vol c:</b> 158, 161; <b>Vol d:</b> 226, 229, 231–232, 235</p>
<b>RF.1.3f</b>	Read words with inflectional endings.	<b>TE:</b> 513, 519, 520, 621
<b>RF.1.3g</b>	Recognize and read grade-appropriate irregularly spelled words.	<p><i>Students decode irregularly spelled words in the High-Frequency Words activities throughout all lessons of the Teacher’s Edition. Representative examples listed below:</i></p> <p><b>TE:</b> 18, 23, 107, 155, 204, 276, 301, 306–307, 405, 453, 476, 557, 606, 666, 691, 772</p> <p><b>SW: Vol a:</b> 10, 17, 24, 31, 39, 47; <b>Vol b:</b> 55, 63, 70, 77, 85, 93, 100; <b>Vol c:</b> 118, 126, 134, 142, 150, 168, 176; <b>Vol d:</b> 184, 202, 210, 218, 234</p>

Standard	Descriptor	Citations
<b>Fluency</b>		
<b>RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.1.4a</b>	Read on-level text with purpose and understanding.	<p><i>Students read grade-appropriate texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 53, 88, 105, 120, 194, 210, 278, 308, 371, 430, 475, 531, 564, 631, 724, 746, 778</p> <p><b>SW: Vol a:</b> 7, 14, 28, 44; <b>Vol b:</b> 54, 67, 76, 92; <b>Vol c:</b> 117, 125, 138, 155; <b>Vol d:</b> 183, 198, 209, 222</p>
<b>RF.1.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><i>Students read grade-appropriate texts in the Passage Reading activities in the Teacher’s Edition and Student Workbook. Representative examples listed below:</i></p> <p><b>TE:</b> 53, 88, 105, 120, 194, 210, 278, 308, 371, 430, 475, 531, 564, 631, 724, 746, 778</p> <p><b>SW: Vol a:</b> 7, 14, 28, 44; <b>Vol b:</b> 54, 67, 76, 92; <b>Vol c:</b> 117, 125, 138, 155; <b>Vol d:</b> 183, 198, 209, 222</p>
<b>RF.1.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed in Grades 2 and 3.</i>