

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

Standard	Descriptor	Citations
RF.1.3b	Decode regularly spelled one-syllable words.	<p>TE: 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>SW: Vol a: 8–9, 13, 15–16, 20, 22–23, 27, 29–30, 34, 35–36, 42, 44–46, 49; Vol b: 51, 53–54, 58, 60–61, 66, 68–69, 73, 75–76, 80, 82–83, Vol c: 113, 115–116, 121, 123–124, 129, 131–132, 137, 139–140, 145, 147–148, 153, 156, 161; Vol d: 221, 223</p>
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	<p>TE: 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>SW: Vol c: 113, 115–116, 121, 123–124, 129, 131–132, 137, 139–140, 145, 147–148, 153, 156, 161; Vol d: 197, 199–200, 205, 207–208, 213, 215–216</p>
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TE: 176–178, 518–520, 525–527, 627–629, 635, 743–745, 757–759, 764–766, 775–777
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>TE: 527–529, 533–534, 743–745, 747–749, 756–759, 762–765, 768</p> <p>SW: Vol c: 158, 161; Vol d: 226, 229, 231–232, 235</p>
RF.1.3f	Read words with inflectional endings.	TE: 513, 519, 520, 621
RF.1.3g	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>TE: 18, 23, 107, 155, 204, 276, 301, 306–307, 405, 453, 476, 557, 606, 666, 691, 772</p> <p>SW: Vol a: 10, 17, 24, 31, 39, 47; Vol b: 55, 63, 70, 77, 85, 93, 100; Vol c: 118, 126, 134, 142, 150, 168, 176; Vol d: 184, 202, 210, 218, 234</p>

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