

---

# The 95 Phonics Core Program<sup>®</sup> difference

Unlocking the power of literacy  
for every child





UNLOCKING THE POWER OF LITERACY FOR EVERY CHILD

**For nearly 20 years, 95 Percent Group™** has worked alongside teachers and educators to solve the challenges of literacy.

Since 2005, we have pioneered literacy development based on the science of reading and how students learn best.

We've built on that experience, creating a comprehensive ecosystem of products and services proven to help teachers develop strong readers.

Partnering with schools and districts across the United States, we're creating a new generation of literacy leaders—experts, administrators, and teachers—who understand how to teach literacy effectively.

Every day, the 95 Percent Group team works to support this community of practice to achieve better outcomes for student readers.

**Together, we can unlock the power of literacy for every child.**



# Contents

---

The 95 Phonics Core Program® Difference	3
Bringing the science of reading to life	6
How we put the research into practice	8
A crucial foundation: Decodable Duo™ books and 95 Readables™	12
Classroom-ready, evidence-based phonics instruction for grades K-5. Each tab includes:	15
▶ Scope and sequence	
▶ Lesson structure: the daily and weekly routines that deliver systematic, repeatable, and sequential reading instruction	
▶ Sample lesson features: see what teachers love about 95 Phonics Core Program®	
▶ Grade kit components: everything you need for your 30-minute foundational skills block	
Implementation support	127
Evidence matters	128
One95™ Literacy Ecosystem	132
Making it happen - partnering with 95 Percent Group	136

---

# 95 Phonics Core Program<sup>®</sup> brings the science of reading to life

The science of reading is an interdisciplinary body of research that shows us how reading skills are acquired and the challenges frequently encountered by developing readers. Structured literacy is the approach that aligns this research with practice through emphasis on instruction that is explicit, systematic, and cumulative.

## How reading works

The research teaches us that learning to read brings together two areas of required skills and capabilities: Language comprehension and word recognition.

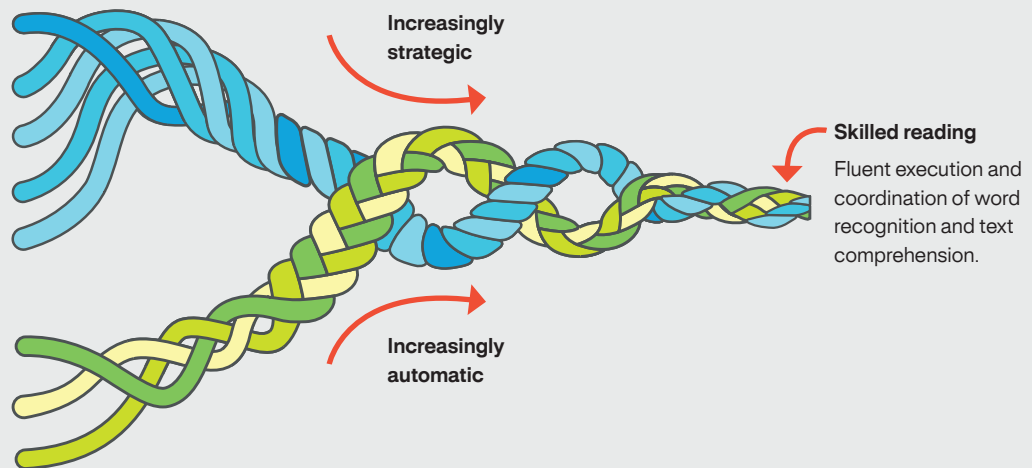
Each area can be elaborated upon by breaking it down into smaller strands, as shown in the well-known visual metaphor called Scarborough's Rope, or the reading rope:

### Language comprehension

- Background knowledge
- Vocabulary knowledge
- Language structures
- Verbal reasoning
- Literacy knowledge

### Word recognition

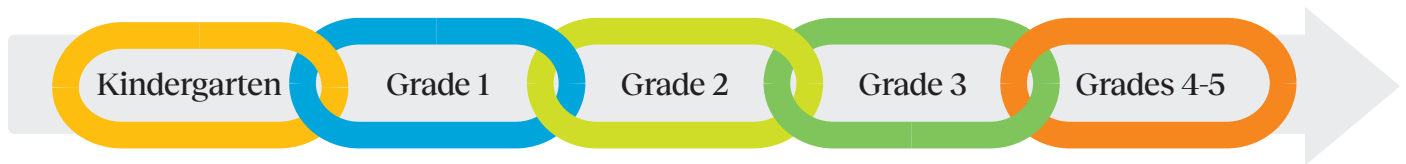
- Phonological awareness
- Decoding
- Sight recognition



(Based on Scarborough, 2001)

# 95 Phonics Core Program Tier 1 Continuum of Instruction

Our whole class and small group cumulative phonics instruction is explicit, structured, and linked across grade levels to provide a review of the previous year’s skills and a preview of what’s to come in the following year, creating a seamless continuum of instruction that builds in complexity.



<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Concepts of print</li> <li>Letter formation (upper/lowercase)</li> <li>Letter-sound correspondences</li> <li>Blending awareness</li> <li>Short vowels (CVC/VC)</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Short vowels</li> <li>Consonant blends</li> <li>Consonant digraphs</li> <li>Long vowel silent-e</li> <li>Phonograms</li> <li>Inflected endings</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Predictable vowel teams</li> <li>Unpredictable vowel teams</li> <li>Vowel-r</li> <li>Silent letters</li> <li>Complex consonants</li> <li>Introduction to morphology (Common affixes with Anglo-Saxon base words)</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Six Syllable Types:                             <ul style="list-style-type: none"> <li>▶ Closed</li> <li>▶ Silent-e</li> <li>▶ Open</li> <li>▶ Vowel team</li> <li>▶ Consonant-le</li> <li>▶ Vowel-r</li> </ul> </li> <li>Simple and complex syllable division rules</li> <li>Morphology (Common affixes and Latin roots)</li> </ul>	<ul style="list-style-type: none"> <li>Foundational review</li> <li>Six Syllable Types:                             <ul style="list-style-type: none"> <li>▶ Closed</li> <li>▶ Silent-e</li> <li>▶ Open</li> <li>▶ Vowel team</li> <li>▶ Consonant-le</li> <li>▶ Vowel-r</li> </ul> </li> <li>Simple and complex syllable division rules</li> <li>Morphology (Affixes, Latin roots, and Greek combining forms)</li> </ul>
--	--	--	---	---

“ I think the teachers have grown just as much as the students. They understand teaching phonics more than they ever have, even veteran teachers.”

**HOLLY DAVIS-KITSON**

Principal, Parsons Elementary School, Decatur Public School District, Illinois

# 95 Phonics Core Program puts research into practice

Aligned with what the research tells us, 95 Phonics Core Program covers the most important components of phonics instruction. 95 Phonics Core Program fits into your core literacy block.

## Phonological awareness

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

## Sound-spelling mapping

Research has proven 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.

## 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.

## High-frequency words

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.

## Passage reading

Passages are written using 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).

## Morphology

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.

## Writing

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

## Spelling

Through explicit instruction and application of phonics skills, students can generalize the focus pattern when asked to spell a set of dictated words that follow it.

**95 Percent Group builds on this research to empower educators—supplying the knowledge, resources, and support teachers need to develop strong readers through the core elements of structured literacy.**

# Aligned with the essential requirements of structured literacy, 95 Phonics Core Program lessons are **explicit, systematic, and cumulative**

---

## **DIRECT AND EXPLICIT INSTRUCTION**

Direct and explicit instruction focuses students' attention on concepts to be learned.

---

## **REPEATABLE AND REPLICABLE ROUTINES**

By following a clear sequence and providing repeatable, replicable routines, students using 95 Phonics Core Program thrive on incremental steps of success.

---

## **SEQUENTIAL AND SYSTEMATIC SKILL-BUILDING**

Following an evidence-aligned continuum of skills allows students to learn in a sequential, systematic way with instruction moving from the least complex to the most complex skills.

---

## **GRADUAL RELEASE METHOD**

A gradual-release instructional model is important for practicing skills and building confidence. Guided practice lets students try out a new skill with close teacher monitoring and coaching, which also allows for error correction and redirection.

---



A large, stylized red quotation mark icon consisting of two curved shapes facing each other, positioned at the start of the main text block.

We are seeing amazing growth and consistency across our grade levels. The shared vocabulary, consistent routines, and systematic instruction is already making a huge difference.”

**CLAIRE KROCK**

---

Assistant Principal & Director of Curriculum and Instruction  
Peabody Charter School, CA

## A crucial foundation

For additional support in grades K-5 and when used alongside 95 Phonics Core Program, 95 Decodable Duo™ books and 95 Readables™ offer crucial foundational reinforcement to develop strong readers.

With 95 Decodable Duo books, students in K-1 practice their decoding skills while building confidence in their reading ability. 95 Decodable Duo books align precisely with the scope and sequence of 95 Phonics Core Program, with an explicit instructional routine designed for skill reinforcement.

### Explore two applications in each book

Reinforce effective decoding habits with an innovative flip-format design. Students begin with a text-only decodable story. Once they've mastered spelling-sound relationships, they simply flip the book over to read the same story with fun, engaging illustrations.

### Aligned with the science of reading

Develop strong decoding skills in your K-1 readers through rigorous, sequential instruction and practice with cumulatively decodable text.

### Maximize benefits through integration

Studies show decoding is most effective when aligned with core instruction. Each 95 Decodable Duo book features a target phonics skill that aligns with the scope and sequence of 95 Phonics Core Program.

### RESEARCH SHOWS...

Decoding is *most effective* when aligned with core instruction

### Kindergarten classroom set



### First grade classroom set



# 95 Readables

95 Readables chapter books set the stage to develop a love of reading in your students. Fun, engaging fictional stories enable immediate practice of core reading instruction—reinforcing learning and building confidence.

Aligned with the scope and sequence of 95 Phonics Core Program, 95 Readables feature a target phonics skill in each chapter, and each series of grade-level books features its own age-appropriate theme.

## Aligned with the science of reading

Produce strong reading skills in your grade 2–5 readers through text aligned with reading science and designed to support evidence-based instructional skills—including morphemes in grades 4 and 5.

## Fun, engaging stories

Ensure your students' first experience with chapter books is a success. Each grade level features a series of skill-appropriate and relatable fictional stories that will captivate and entertain your students.

## Teacher's guide

Aligned teacher's guide for each series includes fluency routines, comprehension questions, vocabulary guides, and more to ensure that you get the most out of your instruction.

### Chapter books



### Teacher's guides





95 Phonics  
Core Program  
Kindergarten  
Scope and sequence

# 95 Phonics Core Program® Grade K

LESSON	SKILL FOCUS	HFV*	OTHER SKILLS
<b>Building Routines &amp; Short a</b>	1 Introduction of Lesson Routines (Letter Names, Sounds, & Formation)	<b>I, a, the</b>	<ul style="list-style-type: none"> <li>Daily PA: syllable level w/compound words (blending, segmenting, addition, deletion, substitution)</li> <li>PA Readiness: academic language (e.g., first/last, beginning/end, etc.), directionality, &amp; 11</li> <li>COP: front/back of book, title, author, illustrator, page turning, etc.</li> <li>Stroke practice to prepare for letter formation</li> <li>Introduction to Initial Sound Practice</li> <li>Introduction to Write Words routine</li> </ul>
	2 Letter Name, Sound, Formation: t & p	<b>to, play, see, for</b>	
	3 Letter Name, Sound, Formation: n & short vowel a	<b>like, have, you</b>	
	4 Review & Uppercase Letters T, P, N, & A <b>Administer Unit 1 Assessment</b>	<b>who, what, where</b>	
<b>Add Short i</b>	5 Letter Name, Sound, Formation: m, d, & g	<b>go, so, look, want</b>	<ul style="list-style-type: none"> <li>Daily PA: syllable level w/non-compound words (blending, segmenting, identifying # of syllables)</li> <li>PA Readiness – academic language (beginning/end, directionality)</li> <li>COP: words, sentences, letters, spaces, &amp; period</li> <li>Blending Awareness: blending sounds in words with short vowels</li> <li>Initial sound practice (continued)</li> <li>Introduction to Read Words, Read Phrases, &amp; Read Sentences routines</li> <li>Introduction to Write Phrases routine</li> </ul>
	6 Letter Name, Sound, Formation: s & short vowel i	<b>come, said, saw</b>	
	7 Letter Name, Sound, Formation: h & b	<b>be, he, she, me, we</b>	
	8 Review & Uppercase Letters M, D, G, I, S, H, & B <b>Administer Unit 2 Assessment</b>	<b>black, blue, brown, yellow</b>	
<b>Add Short o</b>	9 Letter Name, Sound, Formation: l, r, & short vowel o	<b>are, little, with</b>	<ul style="list-style-type: none"> <li>Daily PA: onset-rime level (blending, segmenting, comparing rimes, substitution of onset)</li> <li>PA Readiness – academic language (same/different)</li> <li>Initial sound practice (continued)</li> <li>Read phrases &amp; sentences</li> <li>Write words &amp; phrases</li> </ul>
	10 Letter Name, Sound, Formation: c & f	<b>find, no, they, help</b>	
	11 Letter Name, Sound, Formation: j & w	<b>jump, was, will, went</b>	
	12 Review & Uppercase Letters O, L, R, C, F, J, & W <b>Administer Unit 3 Assessment</b>	<b>one, two, three, four</b>	
<b>Add Short e &amp; u</b>	13 Letter name, sound, formation: z, k, & short vowel e Read a Story: The Red Hat	<b>that, this, there</b>	<ul style="list-style-type: none"> <li>Daily PA: initial/final phoneme level (isolation &amp; identification)</li> <li>PA Readiness – academic language (beginning/middle/end)</li> <li>Initial sound practice (continued)</li> <li>Read sentences</li> <li>Introduction to Write Sentences routine</li> <li>Introduction to Read A Story routine</li> </ul>
	14 Letter name, sound, formation: y & v Read a Story: My Bag	<b>do, my, too, am*</b>	
	15 Letter name, sound, formation: q, x, & short vowel u Read a Story: Mel and Gus	<b>down, must, can*, at*</b>	
	16 Review & Uppercase Letters E, Z, K, Y, V, U, Q, & X Read a Story: Play at the Lot <b>Administer Unit 4 Assessment</b>	<b>REVIEW</b>	

# 95 Phonics Core Program® Grade K

LESSON	SKILL FOCUS	HFV*	OTHER SKILLS
17	Short Vowel Review 1 Read a Story: Fed in Bed	now, well, new, not*	<ul style="list-style-type: none"> <li>Daily PA: phoneme level (2-3 phonemes – blending, segmentation, isolation)</li> <li>Introduction to Word Completion with Pictures (fill in missing phoneme)</li> <li>Read &amp; write sentences</li> <li>Read a story</li> </ul>
	Short Vowel Review 2 Read a Story: The Jet Set	all, good, say	
	Short Vowel Review 3 Read a Story: As Good as New <b>Administer Unit 5 Assessment</b>	REVIEW	
20	Introduction of Long a Silent-e Read a Story: Kate and Jake	our, out	<ul style="list-style-type: none"> <li>Daily PA: phoneme level (segmentation with 4 phonemes, addition of initial/final, deletion of initial final, substitution of initial only)</li> <li>Word completion w/pictures (continued)</li> <li>Read &amp; write sentences</li> <li>Read a story</li> </ul>
21	Introduction of Long i Silent-e Read a Story: The Play Hut	eat, soon, please, ride*, white*	
22	Introduction of Long o Silent-e Read a Story: Little Cub	under, into	
23	Introduction of Long e Silent-e Read a Story: The Box	REVIEW	
24	Introduction of Long u Silent-e Read a Story: A Ride on Zeke	pretty, funny, away, came*	
25	Final Kindergarten Review Read a Story: The Pet Doc <b>Administer Unit 6 Assessment</b>	REVIEW	

*This is a list of pre-primer and primer Dolch high-frequency words that are not explicitly taught in the lessons. These words are decodable to students based on the letter-sound correspondence instruction. Students will see these words in the application tasks (reading/writing) throughout the program.					
Short a	Short e	Short i	Short o	Short u	Long Vowel Silent-e
am and at can ran	get red	big did in is it	not on	but run up	ate came here make ride white

**KEY****COP**  
Concepts of Print**PA**  
Phonological Awareness

## Daily lesson structure

Lesson components	Explicit routines	Component descriptions
Warm-up/ wrap-up	<b>Building and reinforcing phonological awareness</b> through explicit instruction on syllables, onset rime, segmentation and blending.	Students are guided through two-minute practice routines at the beginning and end of the daily lessons.
Letter-sound correspondence	Using letter-sound strips alongside keywords to build <b>letter-sound connections to automaticity</b> and apply this skill intentionally.	<ul style="list-style-type: none"> <li>▪ Phonemes are introduced through articulatory gestures.</li> <li>▪ Letter-sound skills are applied through decoding and encoding tasks.</li> <li>▪ Instruction and practice have a cumulative design.</li> </ul>
Letter formation	Modeling and practicing letter formation with <b>explicit Stroke Talk while reinforcing letter-sound connections</b>	<ul style="list-style-type: none"> <li>▪ Letter formation is introduced through Stroke Talk.</li> <li>▪ Previously taught letter formations are reinforced during review activities.</li> </ul>
Reading	<b>Blending sounds into words during the following activities:</b> <ul style="list-style-type: none"> <li>▪ Practice with teacher</li> <li>▪ Independent reading</li> </ul>	<b>Students practice reading the following: Reading words, phrases, sentences</b> <ul style="list-style-type: none"> <li>▪ Words, phrases, and sentences</li> <li>▪ Short decodable stories</li> </ul>

## Daily lesson structure

Writing	<p><b>Bolstering strong reading-writing connections</b> with writing activities based on the following:</p> <ul style="list-style-type: none"> <li>▪ Letters</li> <li>▪ Words</li> <li>▪ Phrases</li> <li>▪ Sentences</li> </ul>	<p><b>Students participate in activities that include the following:</b></p> <ul style="list-style-type: none"> <li>▪ Initial sound practice</li> <li>▪ Word completion with pictures</li> <li>▪ Writing phrases and sentences</li> </ul>
High-frequency Words	<p>Providing <b>explicit weekly instruction on 3 to 5 high-frequency words</b> from the Dolch pre-primer and primer lists</p>	<ul style="list-style-type: none"> <li>▪ New high-frequency words are introduced.</li> <li>▪ Previously taught high-frequency words are reinforced during review lessons.</li> </ul>

## FOR ADDITIONAL PURCHASE

Aligned Practice	<p><b>Reinforce your daily lesson with engaging, teacher-directed practice.</b> Phonics, word study, comprehension, and more are reinforced through fun, immersive Sortegories™ activities featuring nonfiction decodable text.</p>	
95 Decodable Duo™	<p>One or more phonics patterns are featured in each book, which includes a story in two versions: a text-only version that students read first and an illustrated version that students read after they've mastered the phonics pattern(s). A recommended teaching routine is provided with each book set.</p>	

# Explore the features of 95 Phonics Core Program, Kindergarten

The program begins with kindergarten, introducing young readers right away to **Concepts of Print**.

## DAY 1

### Concepts of Print



3 min

(Display a book you have read or plan to read.)

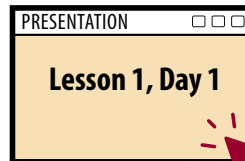
I love books! Do you? This year, you're going to learn how to begin reading. In order to read, you'll need to know the letters and the sounds that they spell. You will not only learn to read and write words, but you'll also be reading short stories before you go to first grade. Let's get started.

First, we're going to talk about books and the words that name parts of a book. Can everyone see this book? It's one of my favorites. Let's learn the names for the parts of a book.

- The outside of the book is called a cover. Say it: **cover**
- Look where I'm pointing (point to title). This is called the title. Every book has a title. The name of a book is its title. Say it: **title**
- (Point to author's name.) I'm pointing to the name of the person who wrote the book. The writer is called the author. Say it: **author**
  - Where do I find the author's name? **on the cover**
- (Point to illustrator's name.) I'm pointing to the name of the person who drew the pictures. That person is called the illustrator. Say it: **illustrator**
  - Where do I find the illustrator's name? **on the cover**

Now I'll ask you some questions.

- What do we call this outside part of the book (point to cover)? **cover**
- What is the name of a book (point to title)? **title**



**Note:** When you see this book cover, it is a reminder to have a copy of one of your books ready.

Students are introduced to concepts like author, illustrator, cover, and title.

Teachers model how to turn the pages, the left-to-right directionality of reading text, and the spacing between words and sentences.

Understanding the concepts of print lays the foundations for lifelong reading.

**PHONOLOGICAL AWARENESS: SYLLABLES**

**Note:** In the following section, position your hands from the perspective of the child. If you are facing the students, use your right hand for the first word and left for the second. That way, students see the direction of print, which is left to right. Place hands open with palms up for each word, and then touch your hands together as you say the compound word. Don't clap because we'll be clapping for the number of syllables in later lessons.

Now we are going to practice **adding 2 words to make a new word**. I'll use my hands to keep track of the words. Watch me, my turn.

- I hold 1 hand out and say the first word—bath.
- I hold the other hand out while saying the second word—tub.
- Now, I put my hands together (don't clap) while saying bathtub.

Listen. I'll show you another example.

- The first word is class (right hand out, palm up).
- The second word is room (left hand out, palm up).
- Now, I put my hands together (touch hands together) while saying classroom.

I'll show you one more. Watch me.

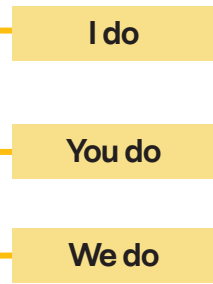
- I say ant (right hand out, palm up).
- Now, I say hill (left hand out, palm up).
- Now, I put my hands together (touch hands together) while saying anthill.

Now let's practice 2 words together. (Continue hand motions.)

- Here's the first one. Do this with me.
  - Say door. door
  - Now say /bell/. bell
  - Put them together while saying the new word. doorbell
- Do another one with me.
  - Say high. high
  - Now say /chair/. chair
  - Put them together while saying the new word. highchair

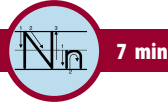
Explicit instructional guidance ensures teachers can impart the lessons with fidelity and ease.

**Phonological warm-ups** and **wrap-ups** are built into the lesson structure to provide routine, systematic, and explicit instruction using the evidence-based gradual-release approach seen here.



Gradual release and intentionally designed "I do, we do, you do" structure is an evidence-based practice that provides effective modeling to help guide and coach students to independent reading.

**Letter Formation**

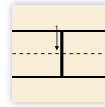


**STROKE PRACTICE**

Now we are going to practice the 2 strokes you learned yesterday.

Watch me show you the first stroke, which is called **pull down straight**.

- Notice that the paper has a solid line at the top and bottom, and a dotted line in the middle.
- I place my pencil at the topline.
- Then I pull down straight to the bottom line.
- Now that I'm done, I lift my pencil.



Letter formation is a foundational skill and kindergarten teachers know that providing explicit handwriting instruction is critical.

We begin this process with **stroke practice**, which sets the stage for subsequent letter formation instruction.

**Letter Formation**



**REVIEW OF LETTER T**

We're going to review how to write the letter **t**, which we learned yesterday. Watch me write the letter **t**.

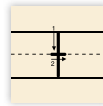
1. Start at the topline. Pull down straight. Lift.
2. Back to the midline. Slide right.



Now it's your turn. Turn to page 5 in your Student Workbook. Find the line that has a bus in front of it.

Let's review. Letter name? **t** Sound? **/t/**

- Finger ready? Follow the arrows to trace the letter while saying **/t/**.
- Pencil ready? Follow the arrows to trace the letter while saying **/t/**.
- Pencil ready? Follow the dotted lines to trace the letter while saying **/t/**. Do this 2 times.
- Pencil ready? Write the letter **t** until both lines are filled. Don't forget to say **/t/** as you write it.

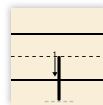


As an evidence-aligned practice, the **stroke-talk dialogue** provides consistent academic language with a repeatable routine to support appropriate letter formation.

**STROKE PRACTICE**

Before moving on, we're going to practice the stroke you learned yesterday. Find the line that has the bicycle in front of it. Notice that there is a dotted line below the bottom line to indicate where to stop when you write this stroke.

(Guide students to trace the solid line first with their finger and then their pencil. Then, have students trace the 2 dotted line strokes. Finally, have students practice writing strokes until both lines are filled.)



## Reading



3 min

**READ WORDS**

Now we're going to continue learning to read words that have some of the 6 letters we've learned. Follow along as I read this word.



Turn to page 22 in your workbook and find the line that has a paw print in front of it. Put your pointer finger in front of the word spelled m-a-d.

Answer with me as we do the first one together. The word is spelled m-a-d.

- The first letter is m. The sound of the letter *m* is /m/.
- The next letter is a. The sound of the letter *a* is /ă/.
- The last letter is d. The sound of the letter *d* is /d/.
- If I say them close together, it is /mmm/.../ăăă/.../d/
- Without pausing, I read mad as in the sentence "I am mad."

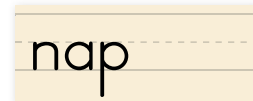
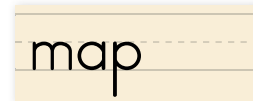
Let's read the next word together. Find the word next to mad that has the letters m-a-p.

- Put your finger on the first letter. Say the sound. /m/
- Put your finger on the next letter. Say the sound. /ă/
- Next, put your finger on the last letter. Say the sound. /p/
- Finally, blend it. Word? **map**

Let's read the next word together. Find the word next to map that has the letters n-a-p.

- Put your finger on the first letter. Say the sound. /n/
- Put your finger on the next letter. Say the sound. /ă/
- Next, put your finger on the last letter. Say the sound. /p/
- Finally, blend it. Word? **nap**

I'll give you a minute to practice reading each word several more times.



Teachers tell us they really appreciate the lesson structure. Once students have several consonants and a single vowel, the real work of reading begins!

**Reading**



**BLENDING AWARENESS**

Now I'm going to use colored chips to show you that blending means reading sounds without pauses. Remember that the blue chips represent consonant sounds, and the red chip represents a short vowel sound. The short vowel sound you've already learned is /ă/.

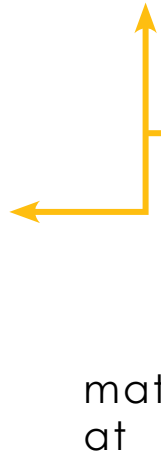
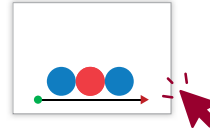
Watch me, my turn. (Chip movement is animated on the Presentation file.)

- The word is spelled **m-a-d**.
- The first sound is /m/, which I'll say while pulling a blue chip down.
- The next sound is /ă/, which I'll say while pulling a red chip down.
- The last sound is /d/, which I'll say while pulling a blue chip down.

**Note:** In the following steps, advance the Presentation file by clicking with each sound you say. On the second and third times, the chips will move closer; mirror this by reducing the length of the pauses between the sounds.

- Watch me point to each chip while saying the sounds again. (The 3 dots indicate pausing 3 seconds between sounds.) /mmm/.../ăăă/.../d/
- Watch a second time. The chips move closer together as I say the sounds closer together. (Pause 2 seconds between sounds.) /mm/../ăă/../d/
- Now, we'll see the chips move even closer together this third time. When the chips are closer together, there are shorter pauses between sounds. (Pause 1 second between sounds.) /m/./ă/./d/
- I'll push the chips together so that they are touching.
- Finally, notice that there is NO space between the chips and I'm not pausing between sounds. I hold each sound until my mouth moves into the next sound. With no pauses between sounds, I pronounce the word **mad**.

(Repeat the procedure with mat and at.)



Moving from sounds to blending to forming words can be challenging for early readers.

The explicit instruction shown here helps teachers make the concepts of blending clear to students. Aligned with the research, this direct and explicit instruction focuses students' attention on concepts to be learned.

**Writing**



**WRITE WORDS**

We are learning to write words. Remember, there are no spaces between the letters in words. Answer with me as we do the first one together.

The word is **dad**. Repeat it with me. **dad**

- Say the sounds and letters. /d/ d - /ă/ a - /d/ d
- Blend the sounds. /dăăăd/ Word? **dad**
- Notice that we did not pause or stop between sounds.

Now it's your turn. Turn to page 22 in your Student Workbook. Find the line that has a life preserver in front of it. You'll see the word we just wrote as an example.

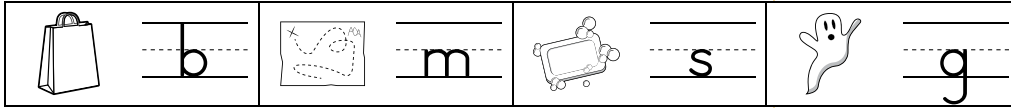
Here are the steps:

1. I'll say a word and you repeat it.
2. Finger-stretch the sounds.
3. Then, say the sound and letter name while writing each letter.
4. Finally, blend the sounds and then read the word.

(Repeat the procedure with am and an.)



The scope and sequence is carefully crafted to introduce reading words followed by writing words—providing a sequential, replicable instruction aligned with the research.

**Answer Key****WRITE PHRASES**

Now we'll practice writing phrases. Remember that a phrase contains 2 or more words. Today's phrases will start with the high-frequency word *in*. Answer with me as we do the first one together.

Let's write the following phrase: *in a bag*. Repeat it with me. *in a bag*

- How many words do you hear? **3**
- What is the first word? **in**
  - First sound? /i/ Letter? **i** I say /i/ while writing the letter *i*.
  - Second sound? /n/ Letter? **n** I say /n/ while writing the letter *n*.
  - Then, I leave a space the size of a letter before starting the second word.
- What is the second word? **a**
  - The word *a* is spelled **a**.
  - Then, I leave a space the size of a letter before starting the third word.
- What is the third word? **bag**
  - First sound? /b/ Letter? **b** I say /b/ while writing the letter *b*.
  - Second sound? /ă/ Letter? **a** I say /ă/ while writing the letter *a*.
  - Third sound? /g/ Letter? **g** I say /g/ while writing the letter *g*.
- Now let's read the phrase together. *in a bag*



Now it's your turn. Turn to page 35 in your Student Workbook. Find the line that has a moon in front of it. Here are the steps:

1. I'll say the phrase and you repeat it.
2. After I say each word, break the word into sounds and write the letter for each sound.
3. Then, read the phrase.

1. in a pan
2. in a bin
3. in a pit

The process continues as students learn **components of sentence structure** through reading and writing phrases, then sentences. Teachers have been amazed at how quickly their students are learning to write their own sentences!

# 95 Decodable Duo | List of contents | Set: K-A

Book order	95 Decodable Duo title	Skill focus*	
1	What?	Short a	LESSON 4
2	Who Hid?	Short i	LESSON 6
3	I Hop	Short o	LESSON 9
4	The Red Hat	Short a, i, o, e	LESSON 13
5	Get on the Jet	Short e	LESSON 14
6	My Bag	Short a, i, o, e	LESSON 14
7	Gus and Sut	Short u	LESSON 15
8	Mel and Gus	All short vowels	LESSON 15
9	A Kit, a Bat, and a Dog	Short a, i, o	LESSON 16
10	Play at the Lot	All short vowels	LESSON 16
11	Rex and Zud	Short e, u	LESSON 17
12	Fed in Bed	All short vowels	LESSON 17
13	The Jet Set	All short vowels	LESSON 18
14	The Fix It Man	All short vowels	LESSON 19
15	Kate and Jake	Long vowel a silent-e	LESSON 20
16	The Pine Hut	Long vowel i silent-e	LESSON 21
17	A Home for Cubs	Long vowel o silent-e	LESSON 22
18	The Box	Long vowel e silent-e	LESSON 23
19	A Ride on Duke	Long vowel u silent-e	LESSON 24
20	The Pet Doc	All short vowels	LESSON 25

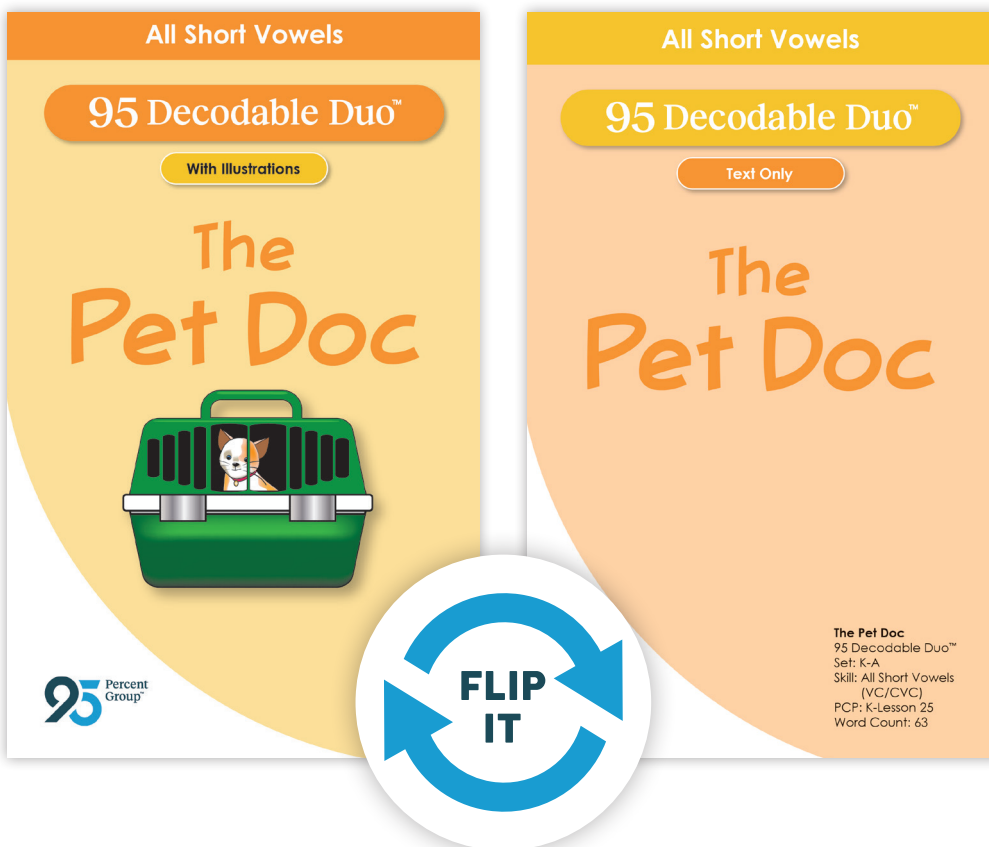
\*Lesson refers to Phonics Core Program lesson number (Kindergarten)

## 95 Decodable Duo

**95 Decodable Duo books** are essential in reinforcing skills. Help your students sharpen their decoding skills with this innovative book series—developed to align with best practices in the science of reading and the scope and sequence of 95 Phonics Core Program.

Students practice with the text only version first. After they've mastered the sound-spelling relationships, students flip the book over to enjoy the same story with fun, engaging illustrations!

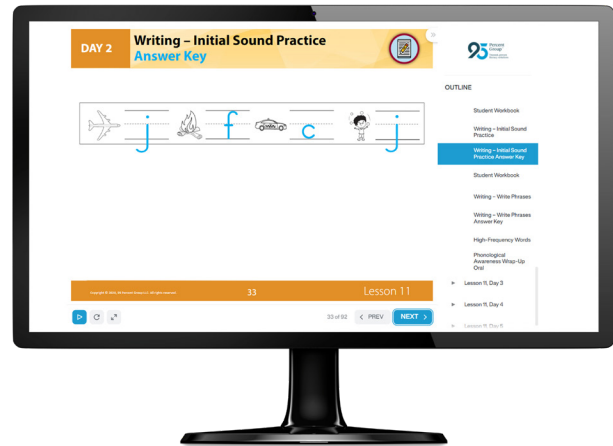
The strategic design reinforces effective decoding habits as students must rely on their sound-spelling knowledge to read the text.



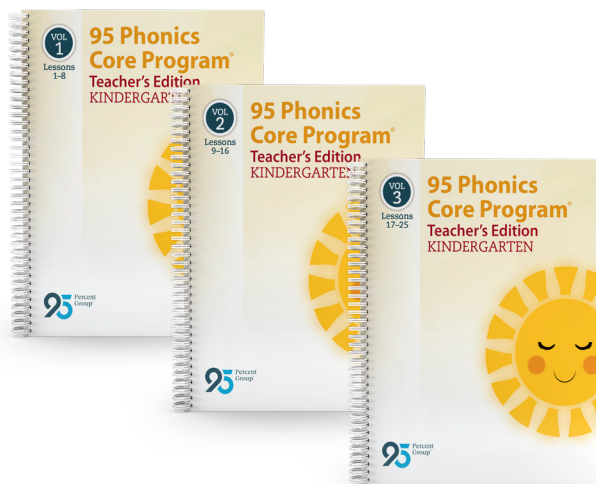
## Digital presentation files

**Digital presentation files** provide teachers with structured lesson formats to aid in the delivery of systematic and explicit phonics instruction.

Animated images guide five days of instruction in a week's lesson and are identified in the teacher's edition alongside each lesson.

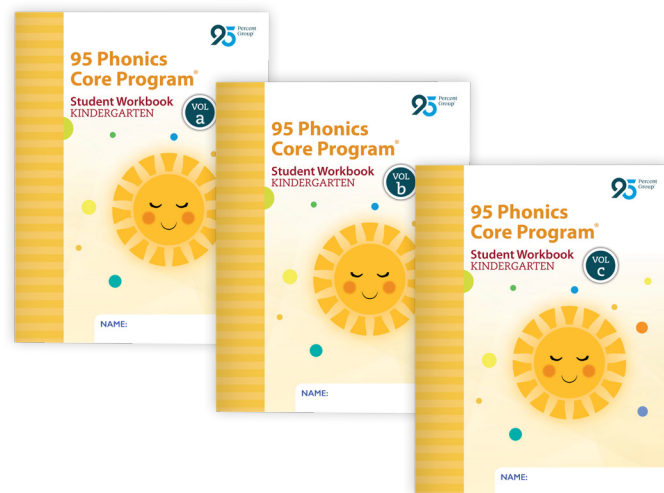


## 95 Phonics Core Program Kindergarten includes:



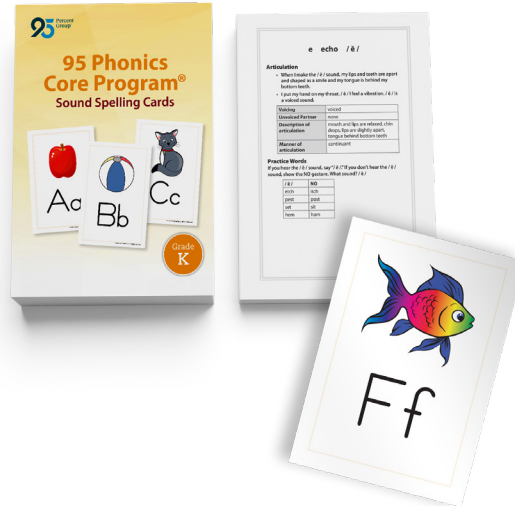
### Teacher's editions

Three full-color, spiral-bound teacher's edition include easy-to-follow lesson plans, with scripts and rigorous but engaging routines grounded in the science of reading.



### Student workbooks

Three student workbooks for the school year include everything students need to participate in the lessons: Letters with arrows to learn letter formation, Pictures for identification of initial sounds, words and phrases for reading practice, Designated areas for writing words and phrases, and text for learning to read sentences and short stories.



**Student manipulatives kit with letter-sound strips**

To support letter-sound associations, students use these strips to trace each letter with their fingers while saying the letter name, keyword, and sound.

**Sound-spelling cards**

A set of 31 6" x 9" cards teachers can hold up during instruction or post around the classroom as a quick reference to keywords and letter-sound associations. The back side of the cards contain tips and reminders for teachers as they present each sound and letter association.



**Digital support:**

- ▶ **Presentation files:** 25 HTML animated guides to support explicit instruction for each of the five days in that week's lesson
- ▶ **Assessments:** Formative assessments, delivered to the whole class, to determine if the students mastered the unit content
- ▶ **Family letters:** Weekly instructions in Spanish and English to send home so parents can support students in completing the work in the student workbook during remote instruction
- ▶ **Product training video:** A one-hour overview of the program and tips for teaching the lessons



95 Phonics  
Core Program  
Grade 1  
Scope and sequence

# 95 Phonics Core Program® Grade 1

LESSON	SKILL FOCUS	HFW*	OTHER SKILLS
<b>1</b>	<b>K Review: letters/sounds, blending</b>	K Review, <b>of</b> , his	<ul style="list-style-type: none"> <li>Letter-sound correspondence; letter formation with stroke talk; initial sounds, word writing/blending</li> </ul>
<b>2</b>	Short a (includes nasal a)	her, him	<ul style="list-style-type: none"> <li>Phonological awareness (PA): syllables, onset-rimes, phoneme segmentation</li> <li>Review of K high-frequency words</li> <li>Instruction in CVC blending</li> <li>Introduction to the concept of a syllable</li> <li>Introduction and application of identifying a closed syllable pattern</li> <li>Introduction to the inflected ending <i>-ed</i></li> <li>Comprehension: oral/written response</li> </ul>
<b>3</b>	Short i	had, <b>some</b>	
<b>4</b>	Short o	<b>as</b> , then	
<b>5</b>	Short e	<b>could</b> , when	
<b>6</b>	Short u	<b>were</b> , them	
<b>7</b>	Review: Short Vowels (a, e, i, o, and u) <b>Administer Unit 1 Assessment</b>	<b>REVIEW</b>	
<b>8</b>	Initial/Final s-blends	ask, an	
<b>9</b>	Initial/Final l- and t-blends	over, just	<ul style="list-style-type: none"> <li>PA: phoneme addition, phoneme segmentation</li> <li>Build mastery in reading/writing sound-spelling correspondences of consonant blends</li> <li>Introduction to reading/writing common contractions</li> <li>Practice applying the knowledge of the closed syllable pattern</li> <li>Sound-spelling mapping/reading of Dolch HFW (“heart” words)</li> <li>Comprehension: oral/written response</li> </ul>
<b>10</b>	Initial r-blends	<b>from</b> , <b>any</b>	
<b>11</b>	Initial 3-letter blends	how, know	
<b>12</b>	Consonant Digraphs ch and sh	<b>put</b> , take	
<b>13</b>	Consonant Digraphs th, wh, and ck	<b>every</b> , old	
<b>14</b>	Floss Rule, qu, and Final x	by, after	<ul style="list-style-type: none"> <li>PA: Phoneme manipulation (addition, deletion, and substitution)</li> <li>Build mastery in reading/writing sound-spelling correspondences of consonant digraphs</li> <li>Instruction on common contractions, possessive nouns, inflected endings <i>-er/-est</i></li> <li>Sound-spelling mapping/reading of Dolch HFW (“heart” words)</li> <li>Introduction to decoding simple, closed multisyllable words</li> </ul>
<b>15</b>	Review: Consonant Digraphs (ch, sh, th, and wh) <b>Administer Unit 2 Assessment</b>	<b>REVIEW</b>	

# 95 Phonics Core Program® Grade 1

LESSON	SKILL FOCUS	HFW*	OTHER SKILLS
<b>16</b>	Long Vowel Silent-e, Long a	<b>think</b> , let	<ul style="list-style-type: none"> <li>PA: Phoneme manipulation (addition, deletion, and substitution)</li> <li>Identify silent-e vs. closed syllable words</li> <li>Develop the distinction between short and long vowel sounds</li> <li>Instruction and application of inflected endings -s, -es, -ed, and -ing</li> <li>Sound-spelling mapping/reading of Dolch HFW ("heart" words)</li> <li>Introduction to the open syllable type</li> <li>Introduction to decoding simple, multisyllable words with closed, silent-e, and open syllables</li> </ul>
	Long Vowel Silent-e, Long i	<b>going</b> , walk	
	Long Vowel Silent-e, Long e	<b>again</b> , may	
	Long Vowel Silent-e, Long o	stop, fly	
	Long Vowel Silent-e, Long u	round, <b>give</b>	
<b>21</b>	Long Vowel Silent-e (a, e, i, o, and u) <b>Administer Unit 3 Assessment</b>	<b>REVIEW</b>	
<b>22</b>	Phonograms: ang, ing, ong, and ink, ank, onk	<b>once</b> , open	<ul style="list-style-type: none"> <li>PA: Phoneme manipulation (addition, deletion, and substitution within a blend)</li> <li>Comparison of vowels in phonograms vs. short and long vowels</li> <li>Continued instruction/application of inflected ending -ed and common contractions</li> <li>Practice in decoding simple, multisyllable words with closed and silent-e syllables</li> </ul>
	Phonograms: ild, ind, old, olt, and ost	has, <b>five</b>	
	Phonograms: all, oll, and alk	thank	
	Review: Phonograms (all) <b>Administer Unit 4 Assessment</b>	<b>REVIEW</b>	
<b>26</b>	Predictable Vowel Teams: ee, igh, oa, and oe	<b>Grade 2 Preview</b>	<ul style="list-style-type: none"> <li>PA: Phoneme manipulation (addition, deletion, and substitution within a blend)</li> <li>Review: sound-spelling mapping/reading of more difficult K-1 Dolch HFW ("heart" words)</li> <li>Introduction to Grade 2 Dolch HFW ("heart" words)</li> <li>Introduction to vowel team and vowel-r syllable types</li> <li>Instruction on recognizing vowel teams with predictable pronunciations</li> <li>Instruction on decoding vowel teams with unpredictable pronunciations</li> <li>Application of the routine for reading multisyllable words; focus on closed syllables</li> </ul>
	Predictable Vowel Teams: ai/ay, oi/oy, and au/aw		
	Unpredictable Vowel Teams: 2 sounds for ea and ow		
	Vowel-r: ar, or, and er/ir/ur		
	Simple, Closed-Closed Multisyllable <b>Administer Unit 5 Assessment</b>		

\*High Frequency Words in bold italic are taught/mapped as "heart words."

# Daily lesson structure

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Warm-up</b> Phonological awareness is reinforced through explicit instruction.</p>	<p><b>Phoneme blending, segmentation, and manipulation (addition, deletion, and substitution)</b> skills are practiced during a two-minute exercise.</p>				
<p><b>Phonics pattern</b> A new phonics pattern(s) is introduced.</p>	Each new pattern is <b>taught</b> explicitly.	Each new pattern is <b>reviewed</b> .	Each new pattern is <b>applied</b> .		
<p><b>Writing-reading connection</b> The new phonics pattern(s) is applied.</p>	<p><b>Pattern/contrast sorts, word chains, and sentence dictation</b> are used to reinforce the connection between reading and writing.</p>				
<p><b>Sound-spelling mapping</b> Word mapping with and without chips is supported through explicit instruction.</p>	<p><b>Colored chips</b> are used to strengthen <b>pattern recognition</b>. Then, students are moved to identifying individual sounds in words and mapping the appropriate graphemes into <b>Elkonin boxes</b>.</p>				
<p><b>High-frequency words</b> Students take a closer look at high-frequency words through application tasks.</p>	<p>New <b>high-frequency words</b> are taught, and previously taught high-frequency words are reviewed. Also, words with unexpected patterns are mapped as heart words.</p>				

# Daily lesson structure

<p><b>Fluency</b> Students practice at the word and phrase level.</p>	<p>Fluency with <b>high-frequency words and phonics patterns</b> is built using word and phrase tables.</p>				
<p><b>Passage reading</b> Students apply the new phonics skill in decodable texts.</p>	<p><b>First passage:</b> Students underline the pattern words.</p>	<p><b>First passage:</b> Students read the underlined words and then the entire passage.</p>	<p><b>Second passage:</b> Students underline the pattern words.</p>	<p><b>Second passage:</b> Students read the underlined words and then the entire passage.</p>	<p>Students read <b>both passages.</b></p>
<p><b>Comprehension</b> Students' understanding of the decodable texts is informally assessed.</p> <p>Students are prompted to give oral and written responses to each passage.</p>					




<p><b>FOR ADDITIONAL PURCHASE</b></p>	
<p><b>Aligned Practice</b></p>	<p><b>Reinforce your daily lesson with engaging, teacher-directed practice.</b> Phonics, word study, comprehension, and more are reinforced through fun, immersive Sortegories™ activities, featuring nonfiction decodable text.</p>
<p><b>95 Decodable Duo™</b></p>	<p><b>Sharpen students' decoding skills with 95 Decodable Duo™ books.</b> One or more phonics patterns are featured in each book, which includes a story in two versions: a text-only version that students read first and an illustrated version that students read after they've mastered the phonics pattern(s). A recommended teaching routine is provided with each book set.</p>

# Explore the features of 95 Phonics Core Program, Grade 1

## SORT WORDS



(Display rap.)

**🔑** I'm going to look for the short a pattern. Watch the steps I use:

1. I find the vowel letter and touch under it. There is 1 vowel letter *a* followed by 1 consonant. The letter *p* closes in the vowel. This is a closed syllable pattern.
2. This word **HAS** the short a pattern. The vowel sound is /ă/.  

3. The gesture looks like this. (Gesture and say "closed.")  

4. I place the word under the /ă/ apple column.   
(Don't read the word yet.)

Watch me sort a word that does not follow the short a pattern.

(Display rip.)

- I find the vowel letter and touch under it.
  - The vowel letter in this word is not an *a*. It does not follow the short a pattern. (Do not say the vowel sound for non-pattern words.)
- Now let's check to see if it has the closed syllable pattern.
  - There is 1 vowel letter followed by 1 or more consonants. This word follows the closed syllable pattern.
- I gesture and say "closed." 
- I place the word under the other short vowels column. 

rap 

rap



rip 

rip



In first grade, students are introduced to syllable types through **sort words**.

Grade 1 builds off the foundational skills learned in kindergarten, beginning with the introduction of a **new phonics pattern**.

The skill sequence is systematic and cumulative, aligning with proven practices of instruction. This process continues with additional patterns which makes it easy for teachers to review and reinforce previously taught patterns throughout all the lessons.

**Writing**

6 min

**WORD COMPLETION WITH PICTURES**

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is bat.

- I finger-stretch bat. /b/ /ă/ /t/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the letter *b*, the line, and the letter *t*)
  - The middle sound /ă/ is missing. The sound /ă/ is spelled with the letter *a*.
- Next, I write the letter *a* in the middle space.
- Finally, I slide a finger under the word and whisper "bat."

**Note:** Use the process above to guide students in completing their workbooks. Say each picture to the students.



Now it's your turn. Turn to page 6 in your Student Workbook. Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.



Teachers appreciate the **word completion** exercises.

These carry over from kindergarten, giving early readers the opportunity to practice independently.

**Passage Reading**

5 min

**PASSAGE 1 – UNDERLINE PATTERN WORDS**

Now we'll practice finding short *a* words in a passage. Our story today is about 2 friends who go to play tag and run into a sneaky cat. Do you like to play tag with your friends?

Today we are going to look for words that have the short *a* pattern and underline them.

**Note:** Only the underlined pattern words will be read on this day. Don't read the passage.

**Passage reading in grade 1** is systematic and cumulative—on day one, students underline **pattern words** in the passage to set the stage for what they will read the following day.

**Passage Reading**

**PASSAGE 1 – READ PASSAGE**

Now we'll read the passage we underlined yesterday. This story is about Dan and Pam who play together and have a run-in with a bad cat. Today we will read to find out why the cat was bad.



Turn to page 7 in your Student Workbook. Place your finger at the beginning of the row with the number 1 in front of it. Read the pattern words with me. Remember to read only the words that are underlined. (Chorally read the underlined words in the passage with the students.)

Now it's your turn. Notice that the pattern words are underlined from yesterday. Beginning with the title, slide your finger under each word as you whisper read ONLY the underlined words. Then, go back to the beginning and whisper read the story.

On day two, students read the underlined words before reading the passage to reinforce pattern recognition.

Teachers find the practice effective, and students benefit from the systematic routine and consistent, guided practice.

**High-Frequency Words**



2 min

**SOUND-SPELLING MAPPING OF HEART WORDS**

Today we're going to be spelling words that don't fit the patterns we've learned. Watch how I use the Sound-Spelling Mapping paper. Remember, each box holds only 1 sound.

The word is the. Word? **the**

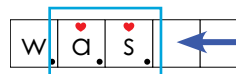
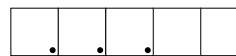
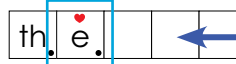
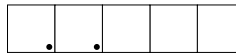
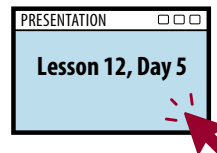
- Finger-stretch the. /th/ /ü/
- How many sounds? 2 How many boxes? 2 I place a dot in the bottom right corner of 2 boxes.

Watch me write the letter or letters that represent each sound.

- What is the first sound? /th/ Which letter or letters? **th** I write it in the first box.
- Next sound? /ü/ The /ü/ vowel sound is spelled with the letter **e** in the word **the**. I write it in the second box.
  - I draw a heart in this box for the 1 unexpected spelling.
- Word? **the**

Try the next word with me. The word is was. Word? **was**

- Finger-stretch was. /w/ /ü/ /z/
- How many sounds? 3 How many boxes? 3 I place a dot in the bottom right corner of 3 boxes.
- What is the first sound? /w/ Which letter? **w** I write it in the first box.
- Next sound? /ü/ The /ü/ vowel sound is spelled with the letter **a** in the word **was**. I write it in the second box.
  - I draw a heart in the box for this unexpected spelling.
- Last sound? /z/ It is spelled with the letter **s** in the word **was**. I write it in the third box.
  - I draw a heart in the box for this unexpected spelling.
- Word? **was**



**High-frequency words**

are taught using the “heart words” approach shown here.

Mapping irregularly spelled words using the “heart words” technique leverages students’ knowledge of expected letter-sound connections within a word before identifying and labeling (with a heart) the portion of the word that is unexpected or irregular. This scaffold supports the long-term retrieval of these words during reading or writing.

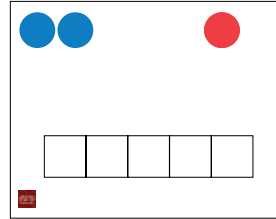
**SOUND-SPELLING MAPPING WITH STUDENT PHONICS CHIPS**

Today we will learn how to use colored sound chips to represent sounds in a word.

Repeat after me.

- The blue chips are for consonant sounds.
- The red chip is for a short vowel sound.

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

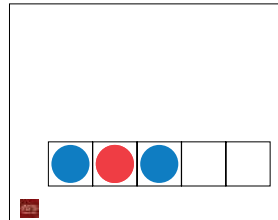
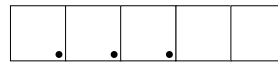


Watch me, my turn.

The first word is van.

Chips

- First, I finger-stretch and say the sounds. I put my hand in a fist and, starting with my thumb, I "stretch" 1 finger for each sound. (Be sure the students are seeing you stretch the sounds left to right to mimic reading directionality.) /v/ /ă/ /n/
- There are 3 sounds. I need 3 boxes for the 3 sounds. I place a dot in the bottom right corner of each box as I say the sounds. /v/ /ă/ /n/
- Now, I move chips into the boxes to represent the sounds. Blue chips represent consonant sounds, and the red chip represents short vowel sounds.
  - The first sound is /v/. This is a consonant sound so I pull down a blue chip.
  - The middle sound is /ă/. This is a short vowel sound so I pull down the red chip.
  - The last sound is /n/. This is a consonant sound so I pull down another blue chip.
- The sounds are /v/ /ă/ /n/.
- The word is **van**. (Slide your finger under the chips.)

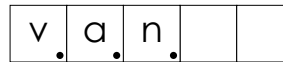


Step one

Multisensory learning is an evidence-based practice proven to help early readers. Our **sound-spelling mapping** with chips is a two-step process (shown above). Students are taught to segment the number of sounds in a word and then move chips to boxes, according to the number of sounds.

Letters

- Now, watch me write the letters that represent each sound.
  - The /v/ sound is spelled with the letter *v*, so I write it in the first box.
  - The /ă/ sound is spelled with the letter *a*, so I write it the second box.
  - The /n/ sound is spelled with the letter *n*, so I write it the third box.
- The word *van* is a closed syllable. (Make the closed syllable gesture.)
  - There is 1 vowel letter *a* followed by 1 consonant. The consonant that closes in the short vowel *a* is the letter *n*. This follows the short vowel nasal a pattern.
- Let's review all the sounds: /v/ /ă/ /n/
- The word is van.



Now it's your turn. Get your chips and mat ready. Place the blue consonant chips on the left side and the red short vowel chip on the right side. Lay out the following chips on your mat:

- 2 blue chips
- 1 red chip

Does your mat look like this?

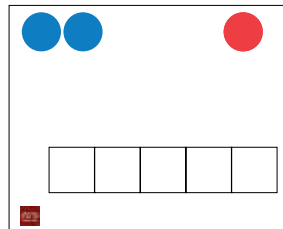
Let's review.

What type of sound do the blue chips represent? **consonants**  
 What type of sound does the red chip represent? **short vowels**



Turn to page 8 in your Student Workbook and we will do the next words together.

1. I'm going to say a word.
2. You'll finger-stretch it and place dots in your workbook.
3. Then, move chips on your mat.
4. Write the letters in your workbook.
5. Finally, whisper read the word.



**Routine for Chip Movement:**

- **Finger-stretch sounds.**
  - How many sounds?
  - How many boxes?
  - Dot boxes in workbook.
- **Sound? Chip?** (repeat for each sound)
- **Which letter spells the /\_/ sound?** (repeat for each sound)
- **Word?**

Step two

The second step is matching the correct grapheme with the phoneme using the sound-spelling boxes. This routine is followed many times throughout each of the lessons to **systematically, explicitly, and cumulatively teach students how to encode words**; the multisensory approach supports the practice of sound-spelling mapping.

**WORD READING ACCURACY**

Look at the words. Let's read them together. As you read each word, hold up the closed gesture.

fan	kid	if	dim
lip	gas	rib	tin
is	bid	pat	it
wag	pig	had	sip
bin	in	tap	him

**Word reading accuracy** is reinforced through student practice. Reading the words in the grid accurately and associating the syllable type leads to error-free word recognition, which aids in **fluency**.

Giving students opportunities to become more fluent readers builds confident, motivated readers.

**WRITTEN RESPONSE**

Turn to page 12 in your Student Workbook. Find the 2 questions for the passage you just read, and write the answers in your book.

**Passage 1: *The Bat, Cap, and Cat* on page 7**

1. What did Dan find in the bag? (RL.1.3) (a bat)
2. What did the cat run away with? (RL.1.3) (Dan's cap)

**Passage 2: *Ham and Yams* on page 9**

1. What did the man do with the pans? (RI.1.1) (rammed the ham and yams into them)
2. What do you have to do to make the ham and yams hot? (RI.1.1) (set the pans on the gas)

Although the focus is on phonics patterns, each lesson includes passage reading and **comprehension** questions to emphasize the goal of reading—understanding and meaning.

The responses are both oral and written and teachers can visibly walk the students through the process. As an effective scaffold, the lines of the passages are numbered to easily draw attention to the sentences that lead to the correct response.

# 95 Decodable Duo | List of contents | Set: 1-A

Book order	95 Decodable Duo title	Skill focus*	
1	The Cap and the Cat	Short a	LESSON 4
2	Big Rigs	Short i	LESSON 6
3	My Funny Dog Bob	Short o	LESSON 9
4	Jet and Rex at the Vet	Short e	LESSON 13
5	Bugs Are Fun	Short u	LESSON 14
6	The Canyon	All short vowels	LESSON 14
7	The Fast Stop	s-blends	LESSON 15
8	The Raft Club	l- and t-blends	LESSON 15
9	The Frog Trap	r-blends	LESSON 16
10	Scrub the Splats	3-letter blends	LESSON 16
11	A Fish Dish in a Dash	Digraphs ch/sh	LESSON 17
12	Nick the Chick	Digraphs th/wh/ck	LESSON 17
13	A Hunt for Shells	Floss rule (ff, ll, ss, zz)	LESSON 18
14	Chipmunks	All consonant digraphs	LESSON 19
15	The Lake Raft	Long vowel a silent-e	LESSON 20
16	Mike the Mime	Long vowel i silent-e	LESSON 21
17	A Grebe is Not a Duck	Long vowel e silent-e	LESSON 22
18	Roses on the Slopes	Long vowel o silent-e	LESSON 23
19	Luke the Rude Brute	Long vowel u silent-e	LESSON 24
20	Jude's June Hike	All long vowel silent-e	LESSON 25

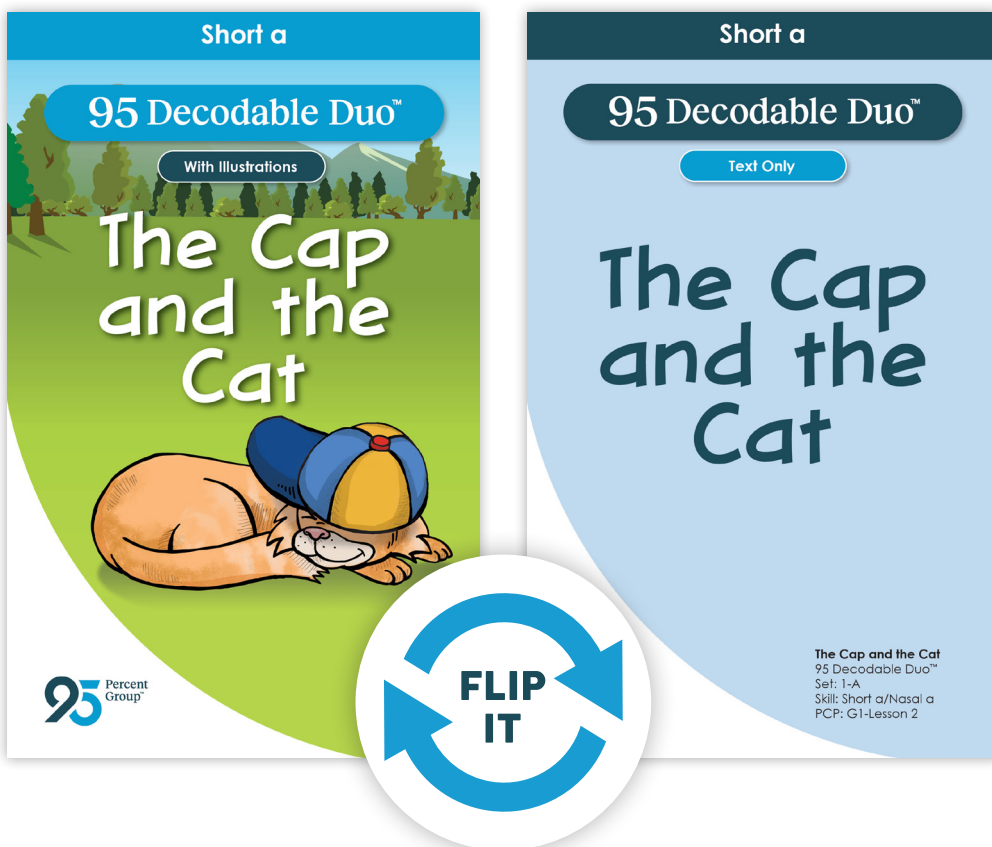
\*Lesson refers to Phonics Core Program lesson number (Grade 1)

## 95 Decodable Duo

95 Decodable Duo books are essential in reinforcing skills. Help your students sharpen their decoding skills with this innovative book series—developed to align with best practices in the science of reading and the scope and sequence of 95 Phonics Core Program.

Students practice with the text only version first. After they've mastered the sound-spelling relationships, students flip the book over to enjoy the same story with fun, engaging illustrations!

The strategic design reinforces effective decoding habits as students must rely on their sound-spelling knowledge to read the text.



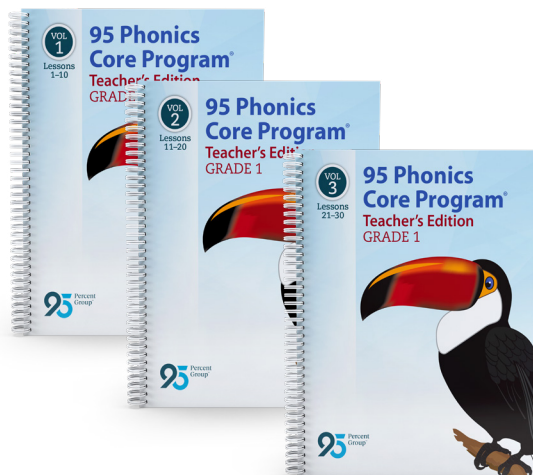
## Digital presentation files

**Digital presentation files** provide teachers with structured lesson formats to aid in the delivery of systematic and explicit phonics instruction.

Animated images guide five days of instruction in a week's lesson and are identified in the teacher's edition alongside each lesson.

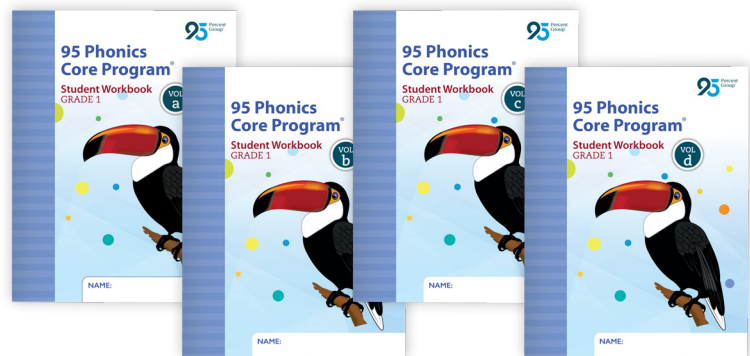


## 95 Phonics Core Program Grade 1 includes:



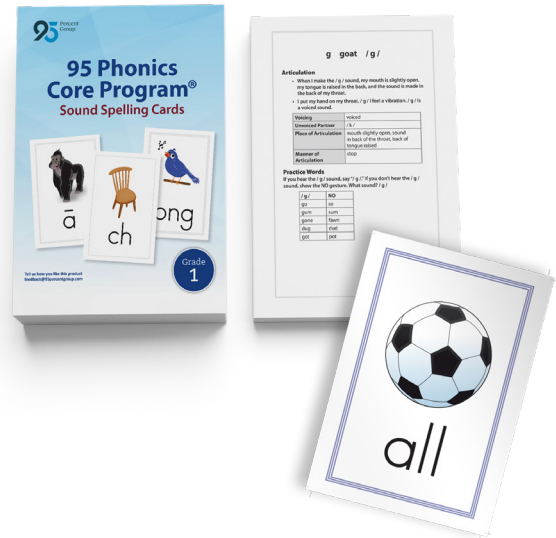
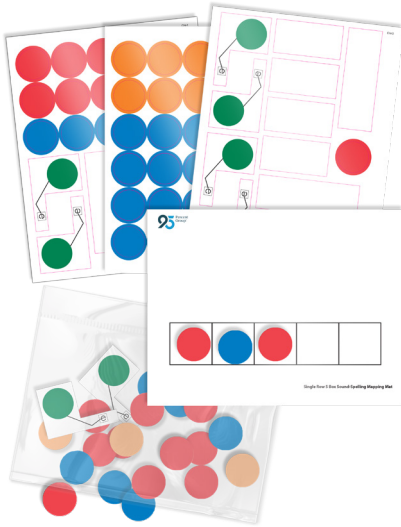
### Teacher's editions

Three full-color, spiral-bound teacher's editions include easy-to-follow lesson plans, with scripts and rigorous but engaging routines grounded in the science of reading.



### Student workbooks

Four volumes for the school year include everything students need to participate in the lessons: Copies of passages that students can write on, Word lists and columns for sorting words by pattern, Boxes for word mapping, Tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions.



### Student manipulatives kit with phonics chips

Students move colored chips into sound boxes to represent words the teacher dictates. After mapping the sounds in a word, students write the letters in the appropriate sound boxes in the student workbook.

### Sound-spelling cards

50 cards to use as a student reference for letter-sound associations. Teaching tips for articulation and word practice can be found on the back of the cards.

### Digital support:

- ▶ **Presentation files:** 30 HTML animated guides to support explicit instruction for each of the five days in that week's lesson
- ▶ **Assessments:** Summative, whole-class assessments to determine if students mastered the unit content
- ▶ **Family letters:** Weekly instructions in Spanish and English to send home so parents can support students in completing the work in the Student Workbook during remote instruction
- ▶ **Product training video:** A one-hour overview of the program and tips for teaching the lessons



95 Phonics  
Core Program  
Grade 2  
Scope and sequence

# 95 Phonics Core Program<sup>®</sup> Grade 2

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
<b>1</b>	Initial Blends, Consonant Digraphs, and Floss Rule	pull, sit, tell		<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (addition w/ blends</li> <li>Identify/read/write closed, silent-e, and open syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with Anglo-Saxon base words</li> <li>Reading/writing common contractions • Comprehension: oral/written response</li> </ul>
<b>2</b>	Initial 3-Letter Blends and Final Blends	best, both, fast, wash, wish		
<b>3</b>	Phonograms	call, cold, sing	Prefixes: re-, un	
<b>4</b>	Long Vowel Silent-e (a, e, i, o, u); Open Syllable Type	five, gave, made, <b>write</b> , why		
<b>5</b>	Inflected Endings (-s/es, -ed, -ing) <b>Administer Unit 1 Assessment</b>	would, <b>very</b> , your	Prefixes: dis-, mis	
<b>6</b>	Phonograms: ang, ing, ong, and ink, ank, onk	its, right		<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (deletion w/ blends and substitution)</li> <li>Identify/read/write closed, silent-e, open, and vowel team syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Continued application with inflected endings (-ed/-ing)</li> <li>Instruction/application of possessive and plural possessive nouns</li> <li>Instruction/application of Latin affixes with AngloSaxon base words</li> <li>Comprehension: oral/written response</li> </ul>
<b>7</b>	Phonograms: ild, ind, old, olt, and ost	around, <b>don't</b> , green, sleep	Prefixes: fore-, pre	
<b>8</b>	honograms: ild, ind, old, olt, and o	<b>their</b> , us		
<b>9</b>	Phonograms: all, oll, and alk	or, <b>been</b> , before	REVIEW — Prefixes: dis-, fore-, mis-, pre-, re	
<b>10</b>	Review: Phonograms (all) <b>Administer Unit 2 Assessment</b>	<b>always</b> , <b>friend</b>		
<b>11</b>	Unpredictable Vowel Teams (2 sounds for ie)	buy, these, those	Suffixes: -ful, -less	<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (substitution)</li> <li>Identify/read/write closed, silent-e, open, and vowel team syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with AngloSaxon base words</li> <li>Instruction on schwa</li> <li>Comprehension: oral/written response</li> </ul>
<b>12</b>	Unpredictable Vowel Teams (2 sounds for ow)	<b>does</b> , <b>goes</b>	Suffixes: -ly, -ness	
<b>13</b>	Unpredictable Vowel Teams (2 sounds for ea)	<b>use</b> , which	REVIEW — Suffixes: -ful, -less, -ly, -ness	
<b>14</b>	Unpredictable Vowel Teams (2 sounds for oo)	many	Suffixes: -able, -wise	
<b>15</b>	Unpredictable Vowel Teams (2 sounds for ou)	found	Prefixes: sub-, under	
<b>16</b>	Unpredictable Vowel Teams (2 sounds for ew)	<b>because</b> , upon	Suffixes: -er, -est	<ul style="list-style-type: none"> <li>Comprehension: oral/written response</li> </ul>
<b>17</b>	Review: Unpredictable Vowel Teams <b>Administer Unit 3 Assessment</b>	read	Prefixes: de-, in-/im	

\*High Frequency Words in bold italic are taught/mapped as "heart words."

# 95 Phonics Core Program® Grade 2

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
<b>Vowel-r</b>	Vowel-r (ar, or, w+ar, w+or)	work	Suffixes: -dom, -y	<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (addition w/ blends</li> <li>Identify/read/write closed, silent-e, and open syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with Anglo-Saxon base words</li> <li>Reading/writing common contractions • Comprehension: oral/written response</li> </ul>
	Vowel-r (er, ur, ir)	first	Suffixes: -dom, -y	
	Vowel-r Phonograms (air/are, oar/ore, ear/ere)	off	Suffixes: -ish, -ity	
	REVIEW: Vowel-r and Vowel-r Phonograms <b>Administer Unit 4 Assessment</b>	<b>REVIEW</b>	Suffix: -ious	
<b>Predictable Vowel Teams</b>	Silent Letters (gn, kn, mb, wr)	<b>REVIEW</b>		<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (deletion w/ blends and substitution)</li> <li>Identify/read/write closed, silent-e, open, and vowel team syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Continued application with inflected endings (-ed/-ing)</li> <li>Instruction/application of possessive and plural possessive nouns</li> <li>Instruction/application of Latin affixes with AngloSaxon base words</li> <li>Comprehension: oral/written response</li> </ul>
	Complex Consonant (ck/k, tch/ch, dge/ge)	<b>REVIEW</b>	Prefixes: mid-, over	
	Hard and Soft c/g	<b>REVIEW</b>		
	REVIEW: Silent Letters, Complex Consonants, Hard and Soft c/g <b>Administer Unit 5 Assessment</b>	Grade 3 Preview	REVIEW — Prefixes: dis-, fore-, mis-, pre-, re	
<b>Unpredictable Vowel Teams</b>	Consonant-le Syllable Type		Suffix: -tion	<ul style="list-style-type: none"> <li>Advanced PA: Phoneme manipulation (substitution)</li> <li>Identify/read/write closed, silent-e, open, and vowel team syllables</li> <li>Sound-spelling mapping/reading Dolch HFW ("heart" words)</li> <li>Instruction/application of Latin affixes with AngloSaxon base words</li> <li>Instruction on schwa</li> <li>Comprehension: oral/written response</li> </ul>
	Closed and Long Vowel Silent-e Syllable Types		Latin Root: trac/tract Prefixes: ex REVIEW — Affixes: dis-, re-, sub-, -tion	
	Open and Vowel Team Syllable Types	Grade 3 Preview	REVIEW — Prefixes: dis-, mis-, re-, un	
	Vowel-r Syllable Type		Latin Roots: mot/mov, port, trac/tract REVIEW — Prefixes: dis-, re-, trans- Suffix: -ion	
	REVIEW: The Six Syllable Types <b>Administer Unit 6 Assessment</b>		REVIEW — Prefixes: dis-, re-, trans- Suffix: -ion	

\*High Frequency Words in bold italic are taught/mapped as "heart words."

## Daily lesson structure

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Warm-up</b> Phonological awareness is reinforced through explicit instruction.</p>	<p><b>Phoneme segmentation and manipulation (addition, deletion, and substitution)</b> skills are practiced during a two-minute exercise.</p>				
<p><b>Phonics pattern</b> A new phonics pattern(s) is introduced.</p>	<p>Each new pattern is <b>taught</b> explicitly.</p>	<p>Each new pattern is <b>reviewed</b>.</p>	<p>Each new pattern is <b>applied</b>.</p>		
<p><b>Writing-reading connection</b> The new phonics pattern(s) is applied.</p>	<p><b>Pattern/contrast word sorts, word chains, and sentence dictation</b> are used to reinforce the connection between reading and writing.</p>				
<p><b>Sound-spelling mapping</b> Word mapping with and without chips is supported through explicit instruction.</p>	<p><b>Colored chips</b> are used to strengthen <b>pattern recognition</b>. Then, students are moved to identifying individual sounds in words and mapping the appropriate graphemes into <b>Elkonin boxes</b>.</p>				
<p><b>High-frequency words</b> Students take a closer look at high-frequency words through application tasks.</p>	<p>New <b>high-frequency words</b> are taught, and previously taught high-frequency words are reviewed. Also, words with unexpected sound-spelling correspondences are mapped as heart words.</p>				

# Daily lesson structure

<p><b>Fluency</b> Students practice at the word and phrase level.</p>	<p>Fluency with <b>high-frequency words and phonics patterns</b> is built using word and phrase tables.</p>				
<p><b>Morphology</b> Explicit instruction is provided with application opportunities for students.</p>	<p>Students learn the meanings of <b>prefixes, suffixes, and Latin roots</b>.</p>				
<p><b>Passage reading</b> Students apply the new phonics skill in decodable texts.</p>	<p><b>First passage:</b> Students underline the pattern words.</p>	<p><b>First passage:</b> Students read the underlined words and then the entire passage.</p>	<p><b>Second passage:</b> Students underline the pattern words.</p>	<p><b>Second passage:</b> Students read the underlined words and then the entire passage.</p>	<p>Students read <b>both passages</b>.</p>
<p><b>Comprehension</b> Students' understanding of the decodable texts is informally assessed.</p>	<p>Students are prompted to give oral and written responses to each passage.</p>				

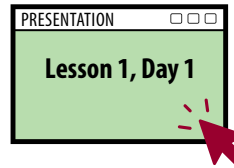
<p><b>FOR ADDITIONAL PURCHASE</b></p>				
<p><b>Aligned Practice</b></p>	<p><b>Reinforce your daily lesson with engaging, teacher-directed practice.</b> Phonics, word study, comprehension, and more are reinforced through fun, immersive Sortegories™ activities featuring nonfiction decodable text</p>			

# Explore the features of 95 Phonics Core Program, Grade 2

## Phonics Pattern

Today we are learning to read and spell closed syllable words with an initial consonant blend. The word *initial* means at the beginning, so an initial consonant blend has 2 consonants side by side before the vowel. Each consonant in a blend is pronounced.

Words with an initial consonant blend have (repeat it with me): **2 consonants side by side before the vowel, and each consonant is pronounced.**



In grade 2, **phonics patterns** from grade 1 are reviewed prior to introducing new ones to ensure instruction is sequential and cumulative.

For this lesson, we will sort closed syllable words that may or may not have a consonant blend. Let's review the closed syllable pattern.

Words with the closed syllable pattern have (repeat it with me): **1 vowel letter followed by 1 or more consonants.**

What type of vowel sound is in a closed syllable word? **short**

The gesture for the closed syllable is a closed fist.

Practice the gesture with me. **closed**



Now it's your turn. Turn to page 4 in your Student Workbook. Decide if each word has an initial consonant blend or not.

Then, write the word under the correct column.

### Answer Key

Consonant Blends	
trap	rap
sled	led
clip	lip
gloss	gob
trim	rim
smock	mock

### Routine for Word Sorting:

- Find the vowel or vowels.
- How many vowel letters?
- Is it followed by 1 or more consonants?
- Syllable type and gesture?
- Vowel sound?
- Is there a blend?
- Where does this word go?

- |          |          |
|----------|----------|
| 1. led   | 6. gob   |
| 2. lip   | 7. rim   |
| 3. sled  | 8. trim  |
| 4. clip  | 9. smock |
| 5. gloss | 10. mock |

**Sort words** are introduced in grade 1 and follow the same routine across grade levels.


Teachers whose students have learned these patterns report higher levels of retention in their grade 2 students.

## READING PATTERN WORDS

### Review the Pattern

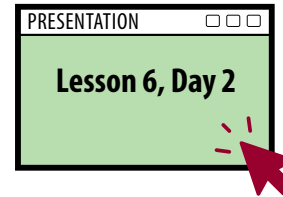
We're continuing to read and spell words with *i-g-h* and *o-a* vowel teams. Let's review.

Words with a vowel team have (repeat it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

Show me the gesture and say the syllable type.  **vowel team**

Let's review the pronunciations of this week's vowel teams.

- How is the vowel team *i-g-h* pronounced? /ī/
- How is the vowel team *o-a* pronounced? /ō/



### Read Pattern Words

Now, we're going to read words with a closed syllable or one of this week's vowel teams.

When I show you a word, follow these steps:

1. Find the vowels and say the number of vowel letters.
2. Check if the vowels are side by side or say "no" if there is only 1 vowel in the word.
3. Say the syllable type and show the gesture.
4. Say the vowel sound and keyword.
5. Read the word.



### Routine for Word Reading:

- Find the vowels.
- How many vowel letters?
- Are the vowels side by side?
- Syllable type and gesture?
- Vowel sound and keyword?
- Word?

**New phonics patterns** are introduced following the same process as in grade 1.

Evidence supports the efficacy of consistent academic language and routines; as teachers and students become accustomed to the program, they can focus on the content without being distracted by different language and routines.

**Morphology**



3 min

**INFLECTED ENDINGS**

Now we will review the verb endings *-ed* and *-ing*. Remember, verbs are used to describe an action. What are some examples of verbs?

(Allow the students to share examples of verbs.)

Remember, the meaning of the verb changes when an ending is added.

- When the ending *-ing* is added, the verb changes to the PRESENT TENSE, meaning it is happening now.
- When the ending *-ed* is added, the verb changes to the PAST TENSE, meaning it has already happened.

There are 4 rules about how a spelling changes when the inflected endings *-ed* or *-ing* are added at the end of a verb. Let's review.

(Display [Notes About Word Endings](#) table.)

Look at this table that summarizes the rules.

Notes About Word Endings			
Rule	Verb	Verb + Ending	Spelling Rules
1	fish	fishing	Verbs spelled with a <b>vowel team</b> or with <b>y, x, z, or 2 or more consonants at the end</b> , add <i>-ing</i> or <i>-ed</i> .
		fished	
2	chase	chasing	Verbs spelled with the <b>silent-e pattern</b> , drop the last <b>e</b> before adding <i>-ing</i> or <i>-ed</i> .
		chased	
3	tap	tapping	Verbs spelled with <b>1 vowel followed by 1 consonant</b> , double the <b>final consonant</b> before adding <i>-ing</i> or <i>-ed</i> .
		tapped	
4	cry	crying	Verbs spelled with a <b>consonant followed by y at the end</b> , drop the <b>y and add an i</b> before <i>-ed</i> . When adding <i>-ing</i> , don't drop the y.
		cried	

**Morphology** in the form of inflected endings is introduced in grade 2.

Most students understand how endings change in oral language and teachers report that students are excited to transfer this knowledge as they read and spell the same words.



## WORD CHAINS

It's word chain time! We will begin with 1 word and then spell others in a chain. We'll add, delete, or change 1 sound at a time to spell a new word.

Let's do this first one together.

The first word is oat.

Let's change oat to coat.

- Which sound changes? **add /k/ to the beginning**
- Which letter changes? **add the letter c to the beginning**

I write the word coat under oat.

Next, I change coat to boat.

- Which sound changes? **/k/ changes to /b/**
- Which letter changes? **change the letter c to b**

I write the word boat under coat.

Finally, I change boat to bloat.

- Which sound changes? **add /l/ after the /b/**
- Which letter changes? **add the letter l after the b**

I write the word bloat under boat.



Now it's your turn. Turn to page 51 in your Student Workbook. You'll find a spot to write 4 word chains. I'll tell you 1 word at a time and you'll write each new word below the old one. Find the page and look up when you're ready.

**Word chains** are a student (and teacher) favorite! Students are eager to complete all the included word chains and like to complete their own.

oat
coat
boat
bloat

**Note:** If you are writing the words on the board, make sure you build the words going down, not across.

**Word chains** help to facilitate advanced phonemic awareness skills and support accurate encoding and decoding.

## Passage Reading



5 min

### PASSAGE 2 – UNDERLINE PATTERN WORDS

Now it's time to practice with a new passage. This passage has a few interesting facts about toads.

We are going to look for words that have the i-g-h and o-a vowel teams and underline them.

Let's look at the title of the passage. (Don't read the title.) The word *Toad's* has a vowel *o* followed by the vowel *a* so I make the vowel team gesture and underline it. Help me find more words to underline. Hold up the vowel team gesture when you see another word with i-g-h or o-a, and I'll underline it. (Continue underlining igh and oa vowel team words above the black line.)



Now it's your turn. Turn to page 47 in your Student Workbook. Here are the steps:

1. Begin below the black line and continue underlining to the end of the passage.
2. Use your fingers to find the vowels.
3. If you find a word with an i-g-h or o-a vowel team, underline it.

I'll give you a few minutes and then we'll check them together.

Passage reading continues with newly learned patterns in both narrative and informational passages.

Students continue to increase word reading accuracy through decodable text.

Students are exposed to new pattern words the first day and then asked to read the underlined words.

Teachers find the practice effective, and students benefit from the systematic routine and consistent practice.

Passages become more complex as students encounter both new and previously taught words.

### PASSAGE 2 – READ PASSAGE

Now it's time to read a passage. In the passage, we will read about toads. What are some things you know about toads?

First, we'll read some of the underlined words together. When you see a word with an i-g-h or o-a vowel team, make the vowel team gesture and read the word. What is the underlined word in the title? **toad's** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 47 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

**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.

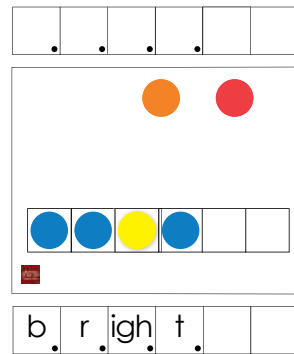
Let's do one together. Watch me move the chips and write the letters.

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>

Sound-spelling mapping of decodable words introduced in grade 1 is continued with the introduction of new sound chips.

This process aids in pattern recognition, which enhances students' ability to match sounds with letters.



**SOUND-SPELLING MAPPING OF HEART WORDS**

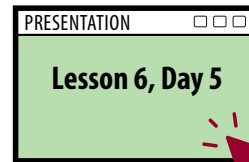
Today we will spell some special words called "heart words" that don't fit the patterns we've learned. Watch how I use the Sound-Spelling Mapping paper. Remember, each box holds only 1 sound.

The word is your. Word? **your**

- Finger-stretch your. /y/ /or/
- How many sounds? **2** How many boxes? **2** I place a dot in the corner of 2 boxes.

Watch me write the letter or letters that spell each sound.

- What is the first sound? /y/ Which letter? **y** Which box? **first**
- Next sound? /or/ The /or/ vowel sound is spelled with the letters *o-u-r* in the word *your*. I write them in the second box.
  - I draw a heart in the box for this unexpected spelling.
- Word? **your**



High-frequency words—words with irregular patterns—are taught using the heart word routine.



Identifying irregular spelling and associated sounds with a heart, students visualize the letters with the sounds they know leading to encoding words accurately. Research supports that identifying the regular components of these words provides an anchor for the spelling of the unexpected parts.

**Fluency**



3 min

**WORDS**

We've been learning to read i-g-h and o-a vowel team words. The vowel sounds are long.

Look at this word grid. Please read it aloud chorally as a class. Ready?

coach	groan	road	throat
fright	high	night	sigh



Now it's your turn. Turn to page 52 in your Student Workbook. When I say "begin," point to the first word. Begin whisper reading across the page. If you finish before I say "stop," start at the top and read the words again. (Time students for 1 minute. Say "stop" and ask students to circle the last word that was read.)

right	flight	boat	soak
road	fright	night	high
groan	sigh	coach	throat
slight	roam	croak	might

**Word reading accuracy**

is reinforced through the student practice first encountered in grade 1. Reading the words in the grid accurately and associating the syllable type leads to error-free word recognition, which aids in fluency.

**PHRASES**

Next we're going to read phrases. Let's practice 4 phrases together.

with a big groan	after the winning goal	at the right time	in the shining cloak
------------------	------------------------	-------------------	----------------------



Now it's your turn. Turn to page 52 in your Student Workbook. When I say "begin," point to the first phrase and whisper it. Continue reading across the page. If you finish before I say "stop," start at the top and read the phrases again. (Time students for 1 minute. Say "stop" and ask students to circle the last phrase that was read.)

the frogs will croak	after the winning goal	the bright light	a foaming coast
all night long	by the tall oak	at the right time	in the shining cloak
with a sigh	has strep throat	the croaking toad	yelled with fright
go get my coat	with all his might	with a big groan	going to take flight

**Comprehension**

4 min

**WRITTEN RESPONSE**

Turn to page 53 in your Student Workbook. Read both passages, then write the answers to the 2 questions for each passage in your workbook.

**Passage 1: *Roaming Goat* on page 46**

1. The big goats said Joan was \_\_\_\_\_ to roam. (RL.2.1)  
(too small)
2. What were the lights and roaming things on the road? (RL.2.1)  
(traffic lights and trucks)

**Passage 2: *A Toad's Life* on page 47**

1. Male toads croak the most when they are \_\_\_\_\_. (RI.2.1)  
(looking for a mate)
2. What helps toads hunt in dim light? (RI.2.1) (good sight; they see well in dim light)



All passages include written **comprehension** questions to emphasize the goal of reading: meaning and understanding.

# 95 Readables scope and sequence

28 decodable texts across 6 books.

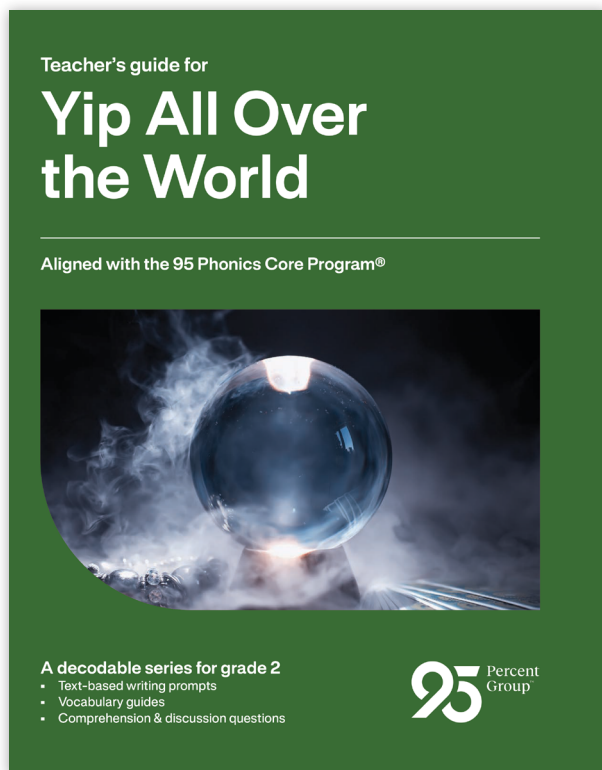
Book 1: Review of Grade 1 Skills	95 Phonics Core Program®
<b>Ch. 1:</b> initial blends, digraphs, floss rule <b>Ch. 2:</b> initial 3-letter blends and final blends <b>Ch. 3:</b> phonograms <b>Ch. 4:</b> long vowel silent-e <b>Ch. 5:</b> long vowel open syllables <b>Ch. 6:</b> inflected endings (-s/es, -ed, -ing)	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 4 Lesson 5
Book 2: Vowel Teams	
<b>Ch. 1:</b> igh, oa, ee, oe <b>Ch. 2:</b> ai, ay, oi, oy, au, aw <b>Ch. 3:</b> ie, ow (2 sounds for each) <b>Ch. 4:</b> ea, oo (2 sounds for each) <b>Ch. 5:</b> ou, ew (2 sounds for each)	Lessons 6 and 7 Lessons 8 and 9 Lessons 11 and 12 Lessons 13 and 14 Lessons 15 and 16
Book 3: R-Controlled Vowels & Complex Consonants	
<b>Ch. 1:</b> ar, or, er, ur, ir <b>Ch. 2:</b> vowel-r phonograms (air/are, oar/ore, ear/ere) <b>Ch. 3:</b> silent letters (gn, kn, mb, wr) <b>Ch. 4:</b> complex consonants (ck/k, tch/ch, dge/ge) <b>Ch. 5:</b> hard and soft c/g	Lessons 18 and 19 Lesson 20 Lesson 22 Lesson 23 Lesson 24
Book 4: Closed Syllable Type (Multisyllabic)	
<b>Ch. 1:</b> review chapter <b>Ch. 2:</b> consonant-le syllable type <b>Ch. 3:</b> multisyllabic closed syllable words <b>Ch. 4:</b> multisyllabic closed syllable words	Lessons 1-25 Lesson 26 Lesson 27 Lesson 27
Book 5: Long Vowel Sounds	
<b>Ch. 1:</b> vowel-consonant-e single-syllable words <b>Ch. 2:</b> multisyllabic words with closed and vowel-consonant-e syllables <b>Ch. 3:</b> single open syllable words <b>Ch. 4:</b> multisyllabic words with open syllables	Lesson 27 Lesson 27 Lesson 28 Lesson 28
Book 6: Vowel-r and C-le Syllable Types	
<b>Ch. 1:</b> vowel-r syllable type <b>Ch. 2:</b> vowel-r syllable type in multisyllabic words <b>Ch. 3:</b> review of syllable types <b>Ch. 4:</b> review of syllable types	Lesson 29 Lesson 29 Lesson 30 Lesson 30

## 95 Readables

95 Readables align to instruction when used alongside 95 Phonics Core Program, ensuring each book is tightly mapped to newly acquired skills for immediate practice and reinforcement.

Developed to align with best practices in the science of reading and the scope and sequence of 95 Phonics Core Program, 95 Readables offer an inclusive, accessible, and engaging experience with longer-form texts.

Cultivate a love of reading in your students and take the guesswork out of searching for aligned texts when you teach with 95 Phonics Core Program.



Teacher's guide

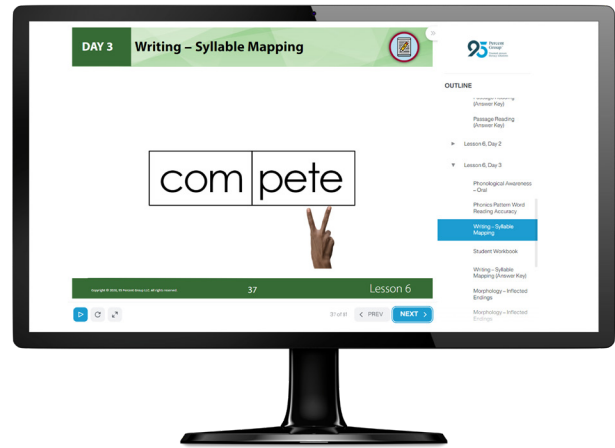


Chapter books

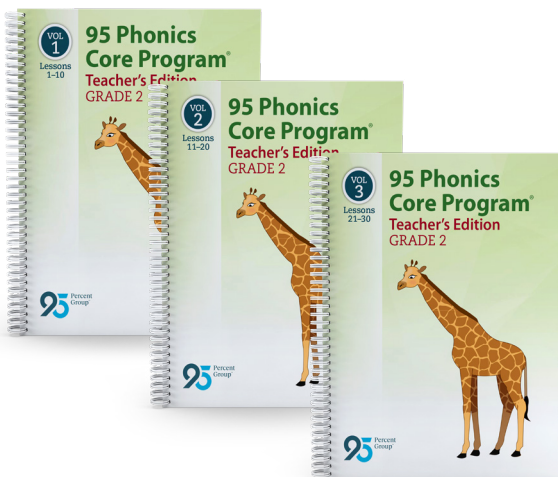
## Digital presentation files

**Digital presentation files** provide teachers with structured lesson formats to aid in the delivery of systematic and explicit phonics instruction.

Animated images guide five days of instruction in a week's lesson and are identified in the teacher's edition alongside each lesson.

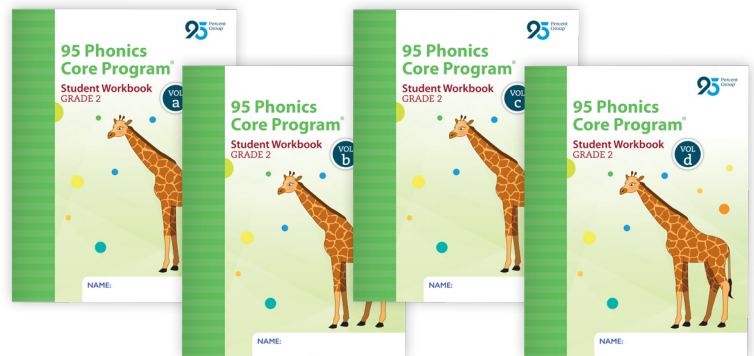


## 95 Phonics Core Program Grade 2 includes:



### Teacher's editions

Three full-color, spiral-bound teacher's editions with easy-to-follow lesson plans with scripts and rigorous but engaging routines grounded in the science of reading.



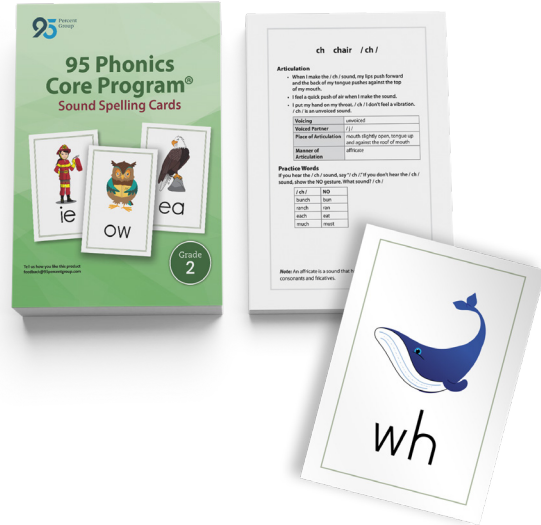
### Student workbooks

Four volumes for the school year including everything students need to participate in the lessons: Copies of passages that students can write on, Word lists and columns for sorting words by pattern, Boxes for word mapping, Tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions.



### Student manipulatives kit with phonics chips

Students move colored chips into sound boxes to represent words the teacher dictates. After mapping the sounds in a word, students write the letters in the appropriate sound boxes in the student workbook.

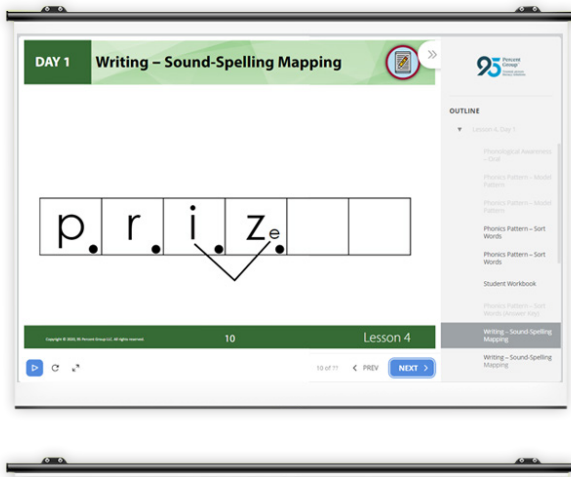


### Sound-spelling cards

72 cards to use as a student reference for letter-sound associations. Teaching tips for articulation and word practice can be found on the back of the cards.

### Digital support:

- ▶ **Presentation files:** 30 HTML animated guides to support explicit instruction for each of the five days in that week's lesson
- ▶ **Assessments:** Summative, whole-class assessments to determine if students mastered the unit content
- ▶ **Family letters:** Weekly instructions in Spanish and English to send home so parents can support students in completing the work in the student workbook during remote instruction
- ▶ **Product training video:** A one-hour overview of the program and tips for teaching the lessons





95 Phonics  
Core Program  
Grade 3  
Scope and sequence

# 95 Phonics Core Program® Grade 3

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
<b>1</b>	Blends, Consonant Digraphs, Silent Letters, and Complex Consonants	if, pick	Inflected Endings: s/es, ed, ing	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Sound-spelling mapping/reading of Dolch HFW</li> <li>Instruction/application of parts of speech</li> <li>Syllable mapping of 2-syllable words</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Comprehension: written response</li> </ul>
	Long Vowel Silent-e and Open Syllables; Hard and Soft c/g	long, got	Suffixes: -er, -ly, -ful	
	Vowel Teams: Predictable/Unpredictable	light, keep	Prefixes: pre-, dis-, un-, re-	
	Vowel-r (er, ir, ur)	start, show	Intro: What is a Latin root? Prefixes: over-, sub-, trans-, under-	
	Vowel-r (ar, or, w+ar, w+or) <b>Administer Unit 1 Assessment</b>	hurt, far	Prefixes: ex-, de-, mis- Suffixes: -est, -ment	
<b>2</b>	Closed, Simple Multisyllable	six, seven	Affixes: con/com-, in/im- Latin Root: struc/struct	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Read/spell Dolch HFW</li> <li>Syllable mapping of 2-syllable words</li> <li>Intro. to 3-Syllable Challenge (reading 3-syllable words)</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Comprehension: written response</li> </ul>
	Closed, Complex Multisyllable	<b>eight</b> , much	Affixes: -ive, -ion/'tion/sion Latin Root: pel/puls	
	Closed, Schwa Multisyllable <b>Administer Unit 2 Assessment</b>	about, done	Affixes: -al, -able/ible Latin Root: fac/fact/fec/fic	
<b>3</b>	Silent-e, Single Syllable	<b>together</b> , ten	REVIEW — Affixes: ex-, dis- Latin Root: tend/tent/tense/tensø	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Read/spell Dolch HFW</li> <li>Syllable mapping of 2-syllable words using syllable bars</li> <li>3-Syllable Challenge (reading 3-syllable words)</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Apply knowledge of affixes and Latin roots through word construction using morpheme cards</li> <li>Comprehension: written response</li> </ul>
	Silent-e, Simple Multisyllable	bring, drink	Affixes: sub-, trans- Latin Root: scrib/script/scribe/scribe	
	Silent-e, Complex Multisyllable	hold, full, people	Affixes: -ize, -ary/ery/ory Latin Root: vis/vise/viseø	
<b>4</b>	REVIEW: Closed and Silent-e Syllables <b>Administer Unit 3 Assessment</b>	cut, kind	<b>REVIEW</b>	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Read/spell Dolch HFW</li> <li>Syllable mapping of 2- &amp; 3-syllable words using syllable bars</li> <li>3-Syllable Challenge (reading 3 syllable words)</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Apply knowledge of affixes and Latin roots through word construction using morpheme cards</li> <li>Comprehension: written response</li> </ul>
	Open, Single Syllable	try, <b>today</b>	Affixes: re-, de- Latin Root: duc/duct/duce/duceø	
	Open, Simple Multisyllable	myself, <b>only</b>	Affixes: pro-, pre- Latin Root: sist/stat/stant/stand	
<b>5</b>	Open, Complex Multisyllable <b>Administer Unit 4 Assessment</b>	better, <b>warm</b>	Affixes: -ity, -ancy/ency Latin Root: pos/pound	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Read/spell Dolch HFW</li> <li>Syllable mapping of 2- &amp; 3-syllable words using syllable bars</li> <li>3-Syllable Challenge (reading 3 syllable words)</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Apply knowledge of affixes and Latin roots through word construction using morpheme cards</li> <li>Comprehension: written response</li> </ul>

\*High Frequency Words in bold italic are taught/mapped as "heart words."

# 95 Phonics Core Program® Grade 3

LESSON	SKILL FOCUS	HFW*	MORPHOLOGY FOCUS	OTHER SKILLS
16	Predictable Vowel Teams, Single Syllable	own, clean	Affixes: -ate, -ist, -er/or Latin Root: spec/spect	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Read/spell Dolch HFW</li> <li>Syllable mapping of 2- &amp; 3-syllable words using syllable bars</li> <li>3-Syllable Challenge (reading 3-syllable words)</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Apply knowledge of affixes and Latin roots through word construction using morpheme cards</li> <li>Comprehension: written response</li> </ul>
	Predictable Vowel Teams, Multisyllable	draw, grow	Affixes: -ant/ent Latin Root: clam/claim	
	Unpredictable Vowel Teams, Single Syllable	fall, small	REVIEW — Affixes: -ive, -ion/ tion/sion Latin Root: flect/flex	
	Unpredictable Vowel Teams, Multisyllable	<b>carry</b> , hot	Affixes: ab- Latin Root: sent/sense/sense	
	REVIEW: Open and Vowel Team Syllables <b>Administer Unit 5 Assessment</b>	never, <b>laugh</b>	<b>REVIEW</b>	
21	Consonant-le, Multisyllable	<b>shall</b>	Affixes: -ure/ture Latin Root: vent	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Read/spell Dolch HFW</li> <li>Syllable mapping of 2- &amp; 3-syllable words using syllable bars</li> <li>3-Syllable Challenge (reading 3-syllable words)</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Apply knowledge of affixes and Latin roots through word construction using morpheme cards</li> <li>Comprehension: written response</li> </ul>
	Vowel-r, Single Syllable	<b>REVIEW</b>	REVIEW — Affixes: -able/ible Latin Root: port	
	Vowel-r, Simple Multisyllable	<b>REVIEW</b>	REVIEW — Affixes: -ary/ery/ory Latin Root: cur/curs	
	Vowel-r, Complex Multisyllable <b>Administer Unit 6 Assessment</b>	<b>REVIEW</b>	Affixes: per- Latin Root: form	
	REVIEW: Closed and Silent-e, Complex Multisyllable	<b>REVIEW</b>	REVIEW Affixes + Latin roots	
26	Building Fluency: Closed, Multisyllable	<b>REVIEW</b>	REVIEW Affixes + Latin roots	<ul style="list-style-type: none"> <li>Advanced PA: phoneme manipulation</li> <li>Read/spell Dolch HFW</li> <li>Syllable mapping of 2-, 3-, &amp; 4-syllable words using syllable bars</li> <li>3+ Syllable Challenge (reading 3- &amp; 4-syllable words)</li> <li>Decode and define unknown words with affixes and Latin roots</li> <li>Apply knowledge of affixes and Latin roots through word construction using morpheme cards</li> <li>Comprehension: written response</li> </ul>
	Building Fluency: Long Vowel Silent-e, Multisyllable	<b>REVIEW</b>	REVIEW Affixes + Latin roots	
	Building Fluency: Open and Consonant-le, Multisyllable	<b>REVIEW</b>	REVIEW Affixes + Latin roots	
	Building Fluency: Vowel Teams, Multisyllable	<b>REVIEW</b>	REVIEW Affixes + Latin roots	
	Building Fluency: Vowel-r, Multisyllable <b>Administer Unit 7 Assessment</b>	<b>REVIEW</b>	REVIEW Affixes + Latin roots	

\*High Frequency Words in bold italic are taught/mapped as "heart words."

## Daily lesson structure

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Warm-up</b> Phonological awareness is reinforced through explicit instruction.</p>	<p><b>Phoneme manipulation (addition, deletion, and substitution)</b> skills are practiced during a two-minute exercise.</p>				
<p><b>Phonics pattern</b> A new phonics pattern(s) is introduced.</p>	Each new pattern is <b>taught</b> explicitly.	Each new pattern is <b>reviewed</b> .	Each new pattern is <b>applied</b> .		
<p><b>Writing-reading connection</b> The new phonics pattern(s) is applied.</p>	<p><b>Pattern/contrast word sorts, word chains, and sentence dictation</b> are used to reinforce the connection between reading and writing.</p>				
<p><b>Syllable mapping</b> Word mapping with and without syllable bars is supported through explicit instruction.</p>	<p><b>Syllable bars</b> are used to strengthen pattern recognition. Then, students are moved to identifying individual sounds in syllables and <b>mapping the appropriate graphemes into syllable boxes</b>.</p>				
<p><b>High-frequency words</b> Students take a closer look at high-frequency words through application tasks.</p>	<p>New <b>high-frequency words</b> are taught, and previously taught high-frequency words are reviewed. Also, words with unexpected patterns are as mapped as heart words.</p>				

# Daily lesson structure

<p><b>Fluency</b> Students practice at the word and phrase level.</p>	<p>Fluency with <b>high-frequency words and phonics patterns</b> is built using word and phrase tables.</p>				
<p><b>Morphology</b> Explicit instruction is provided with application opportunities for students.</p>	<p>Students learn the meanings of <b>prefixes, suffixes, and Latin roots</b>.</p>				
<p><b>Passage reading</b> Students apply the new phonics skill in decodable texts.</p>	<p><b>First passage:</b> Students underline the pattern words.</p>	<p><b>First passage:</b> Students read the underlined words and then the entire passage.</p>	<p><b>Second passage:</b> Students underline the pattern words.</p>	<p><b>Second passage:</b> Students read the underlined words and then the entire passage.</p>	<p>Students read <b>both passages</b>.</p>
<p><b>Comprehension</b> Students' understanding of the decodable texts is informally assessed.</p>	<p>Students are prompted to give oral and written responses to each passage.</p>				

<p><b>FOR ADDITIONAL PURCHASE</b></p>	
<p><b>Aligned Practice</b></p>	<p><b>Reinforce your daily lesson with engaging, teacher-directed practice.</b> Phonics, word study, comprehension, and more are reinforced through fun, immersive Sortegories™ activities featuring nonfiction decodable text.</p>

# Explore the features of 95 Phonics Core Program, Grade 3

## Phonics Pattern



🔑 Today we are practicing how to read and spell words with consonant blends. A consonant blend has 2 or 3 consonants side by side and each consonant is pronounced.

Words with a consonant blend have (repeat it with me): **2 or 3 consonants side by side and each consonant is pronounced.**

Consonant blends can be in the initial or final position in a word or syllable.

- The word *initial* means at the beginning. If I have the word *trip*, what is the initial sound? /t/
- The word *final* means at the end. If I have the word *mask*, what is the final sound? /k/

Let's review the closed syllable pattern because the words in this activity are closed syllables. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

Words with the closed syllable pattern have (repeat it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist.

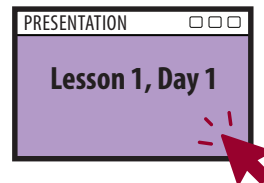
Practice the gesture with me. closed

### SORT WORDS

(Display brass.)

🔑 I'm going to look for an initial or final consonant blend pattern. Watch the steps I use:

1. I find the vowel letters by pointing to them. There is 1 vowel letter, *a*, followed by 2 consonants.
2. The syllable type is closed and the gesture looks like this. (Gesture and say "closed.")
3. The vowel sound is /ă/.
4. Next, I check to see if there is a consonant blend before or after the vowel. There are 2 consonants, *b-r*, before the vowel and 2 consonants, *s-s*, after the vowel.
5. This word HAS an initial consonant blend.
  - The double consonant, *s*, is not a blend because the 2 consonant letters spell 1 sound. The double-*s* follows the Floss Rule pattern.
6. I place the word under the initial consonant blends column. (Don't read the word yet.)



As an evidence-based practice, sequential and cumulative instruction is critical to developing strong readers. In grade 3, (as in grades 1 and 2) students learn new phonics patterns, with lessons increasing in complexity while following the same pattern. In this case, **reading and spelling words with consonant blends and sort words.**

brass

brass

**Passage Reading**



3 min

**PASSAGE 1 – READ PASSAGE**

Now we'll read the passage we underlined yesterday. The passage is about fun memories from going to a ranch.

First, we'll read some of the underlined words together. When you see a word with a consonant blend, show a thumbs up and read the word. What is the underlined word in the title? **camp** Read with me just the underlined words above the black line.



Now it's your turn. Turn to page 2 in your Student Workbook. Let's review the steps.

1. First, whisper read all the underlined words in the rest of the passage.
2. Then, go back to the beginning and whisper read the passage.

Passage reading continues in grade 3 with the new phonics patterns students have learned.

**Morphology**



7 min

Now we're going to learn about some more closed syllables that are helpful in reading unknown words. Not only can you read these closed syllables in chunks, these chunks have meaning.

We'll be focusing on word parts that are part of the Latin layer of the English language. Our language contains words that came from several other languages, and Latin is one of these. In past lessons, you've worked mostly with Anglo-Saxon base words, which is another layer of our language. Base words can stand alone; some examples include the words *sun*, *moon*, *cow*, *dog*, and *pig*.

(Display *Morphology Terms* table.)

Morphology Terms	
<b>Latin Root</b>	A part of a word that has meaning, but typically doesn't stand alone.
<b>Affix</b>	A part added to roots to create new words; also known as a prefix or a suffix.
<b>Morpheme</b>	The smallest unit of meaning in a word; Latin roots, prefixes, and suffixes are morphemes.

Words that are Latin based have prefixes and suffixes added to a root. Each time a prefix or suffix is added, the meaning of the word changes. Even a single letter, like *s*, can add meaning to a word.

Building off **morphology** taught in grade 2, in grade 3, the program teaches students to read and spell words with the target morpheme; students learn metacognitive processes that help them to uncover the meaning of unknown words as they read.

Teachers using the program report it isn't long before they begin to see these words appear in students' oral language and even in their writing!

By third grade, Latin and Greek words begin to make their way into content area texts. Teachers understand the challenge this presents.

The process of **syllable mapping** begins in grade 1 and continues through all subsequent grade levels.

**Writing**



4 min

**SYLLABLE MAPPING**

Today we're going to practice spelling multisyllable words with the closed-closed syllable pattern, which means that each syllable follows a closed syllable pattern. We've done syllable mapping before, so let's do one together.

The word is contact. Word? **contact**

- I tap 1 box for each syllable we hear. **con/tact** How many syllables? **2**
- Now, I write the letters that spell the sounds in each syllable.

<p>First syllable? <b>con</b></p> <ul style="list-style-type: none"> <li>- First sound? /k/ Letter? <b>c</b></li> <li>- Second sound? /ɔ/ Letter? <b>o</b></li> <li>- Third sound? /n/ Letter? <b>n</b></li> <li>- Syllable type and gesture? <b>closed</b></li> <li>- Syllable? <b>con</b></li> </ul>	<p>Second syllable? <b>tact</b></p> <ul style="list-style-type: none"> <li>- First sound? /t/ Letter? <b>t</b></li> <li>- Second sound? /ă/ Letter? <b>a</b></li> <li>- Third sound? /k/ Letter? <b>c</b></li> <li>- Fourth sound? /t/ Letter? <b>t</b></li> <li>- Syllable type and gesture? <b>closed</b></li> <li>- Syllable? <b>tact</b></li> </ul>
--	---

- Word? **contact**

--	--

con	
-----	--

con	tact
-----	------

This consistent and sequential routine becomes internalized early so teachers in the next grade level can spend less time teaching the process and more time applying it.

**Morphology**



**WORD CONSTRUCTION WITH MORPHEME CARDS**

Today we will begin a review of the morphemes you have learned over the last several lessons. To help you construct words using these affixes and roots, you will use colored morpheme cards. Before you can begin, you need to prepare your morpheme cards. Here's what you will need:

- 5 green prefix cards
- 1 yellow root card
- 5 red suffix cards
- Morphology Mat

The color of the cards reminds you of the placement of each morpheme in a word. Green represents the prefixes, which are found at the beginning of a word. Red represents suffixes/endings found at the end of a word. The yellow card is for the roots. The roots are the foundation of all words you will build.

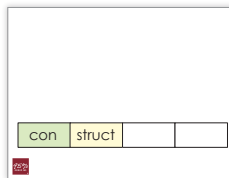
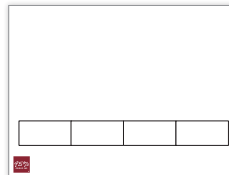
Lay your cards out on your desk as shown here. (Display colored morphology cards.) Using a whiteboard marker, write the following prefixes on the green cards: *con/com*, *de*, *dis*, *ex*, and *in/im*. (Display prefixes on green cards.) Now, write these suffixes on the red cards: *al*, *ive*, *ion*, *tion*, and *sion*. (Display suffixes on red cards.) Leave the yellow root card blank for now.

Since this is a new activity, watch me construct the first 2 words. (Display table with roots.)

struc, struct	pel, puls, pulse	fac, fact, fect, fic

- I begin by writing the first root *struct* on the yellow card.
- Next, I place the yellow *struct* card on the mat in one of the center rectangles. By placing it in a center rectangle, I have room before and after the root for prefix and/or suffix cards.
- Now, I choose a green prefix card to see if it works with the root *struct*.
  - I choose the green prefix card *con* and place it on the mat before the root *struct*.
  - When I blend the prefix and root, the word is *construct*. This is a word I know.
- I write the word *construct* on the first line in the column labeled with the root *struc, struct*.

con/com		al
de		ive
dis		ion
ex		tion
in/im		sion



Students love creating their own words using the manipulatives!

After providing a clear model of the task, students can do the work independently or in small, collaborative groups.

Teachers have shared how they enjoy moving around the room as students work, listening to the depth of discussion in the group.



Now it is your turn to construct more words. Turn to page 92 in your Student Workbook. You will see the 2 words I just built using the root *struct*. You will build 2 words using each of the remaining roots. To construct your words, follow these steps:

1. Using a whiteboard marker, write the next root on the yellow card. Since the roots have multiple spellings, you may need to adjust the spelling as you build words.
2. Place the root card in 1 of the center rectangles on the mat.
3. Next, try adding green prefix and/or red suffix cards to the mat along with the root until you have built a word you know. Don't forget to write the connective after the root on the yellow card when needed.
4. Record your words in the correct column in your workbook.
5. Repeat these steps until you have constructed 2 words for each root.

Morphology Key	
Morpheme	Meaning
con-/com-	together, or with
de-	away from, down
dis-	not or apart
ex-	out
in-/im-	in
fac/fact/fect/fic	to make or do
pel/puls	to drive or push
struc/struct	to build
-al	related to or like
-ion/-sion/-tion	state of being, quality, or action
-ive	showing a quality, a tendency
<b>Connectives</b>	-U-

**Morphology**



**APPLICATION IN CONTEXT**

Turn to page 93 in your Student Workbook. You will see a paragraph that has words made from the roots we are reviewing this week. Here are the steps:

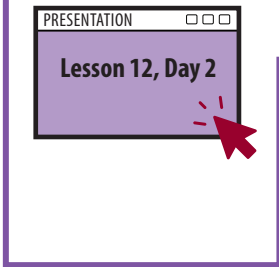
1. Read the paragraph silently to yourself.
2. Underline the words that contain roots from the list next to the paragraph.
3. Finally, choose 1 of the words you underlined, and complete the table below the paragraph. Use your Morphology Key to help you. One of the words has been done for you.

I'll give you a few minutes and we'll check them together.

**Answer Key**

Roots	Paragraph
fect puls struct	Edwin and Darnell walked over to the <u>construction</u> site. They went on <u>impulse</u> because both were <u>infected</u> with a desire to learn how houses were made so they would be safe to live in. They knew that <u>defective</u> workmanship could cause problems later on.

Prefix	Root	Suffix	Word
de	fect	ive	defective
<b>Meaning:</b> away from, down	<b>Meaning:</b> to make or do	<b>Meaning:</b> showing a quality, a tendency	<b>Definition:</b> showing that something is taking away from how something is made



**Application in context**  
instruction provides opportunities for students to apply newly learned skills.  
  
Research suggests this moves the process to long-term memory. Once there, it's a lifelong skill!

**Writing**



**WORD CHAINS**

It's word chain time! We've done word chains before. Today we'll change a syllable in a multisyllable word. We'll change 1 syllable at a time to spell a new word.

Let's do this first one together.

The first word is fancy.

Let's change fancy to spicy.

- Which syllable changes? **fan changes to spi**
- How do we spell the new word? **s-p-i-c-y**

I write the word spicy under fancy.

Next, I change spicy to spirals.

- Which syllable changes? **cy changes to rals**
- How do we spell the new word? **s-p-i-r-a-l-s**

I write the word spirals under spicy.

Finally, I change spirals to murals.

- Which syllable changes? **spi changes to mu**
- How do we spell the new word? **m-u-r-a-l-s**

I write the word murals under spirals.

Now it's your turn. I'll tell you 1 word at a time and you'll write each new word below the old one. (Have students write the word chains on notebook paper or individual whiteboards.)

fancy
spicy
spirals
murals

**Note:** If you are writing the words on the board, make sure you build the words going down, not across.

**Word chains**  
introduced in grade 2 are included in grade 3 and continue to be a student (and teacher) favorite!  
  
Word chains help facilitate **decoding and encoding** as students make the connections between sounds and letters.

**Comprehension**
5 min

**WRITTEN RESPONSE**

In your Student Workbook, look at page 240. Write your answer to the question about the passage. I'll give you a few minutes to do this and then I'll ask for a couple of students to share what they wrote.

- **What does the narrator want to do as a profession in the future? What evidence from the passage supports your response? (RL.3.3)**  
(answers vary: The narrator wants to be an artist/painter. I know this because the passage says he or she will have "an artist's apron with splatters of paint covering my face.")

Students are often asked to read text for proficiency, without being asked to talk about what they've read. Teachers love the inclusion of **comprehension** instruction—reinforcing the foundational purpose of literacy—to read for meaning.

**Spelling Test**
5 min

This week, we practiced reading, spelling, and writing words with consonant blends, digraphs, silent letters, and complex consonants. Now it's time for a spelling test.

1. write	6. gnomes
2. catch	7. crumbs
3. know	8. wreck
4. page	9. if
5. bridge	10. pick

Our end-of-lesson spelling tests are guided by research. They are used to determine whether students can generalize the pattern across words.

**Spelling Test**
5 min

This week, we practiced reading, spelling, and writing multisyllable words with the long vowel silent-e syllable pattern. Now it's time for a spelling test.

1. complete	6. advise
2. frustrate	7. visionary
3. translate	8. hold
4. extreme	9. full
5. include	10. people

Since instruction across all grade levels is sequential and cumulative, the spelling tasks also increase in difficulty as represented in the two assessments.

Research helps us understand how the brain stores words based on the patterns (specific letter strings) that appear in the words. As a result, instruction is focused on recognizing and storing patterns.

# 95 Readables scope and sequence

30 decodable texts across 6 books.

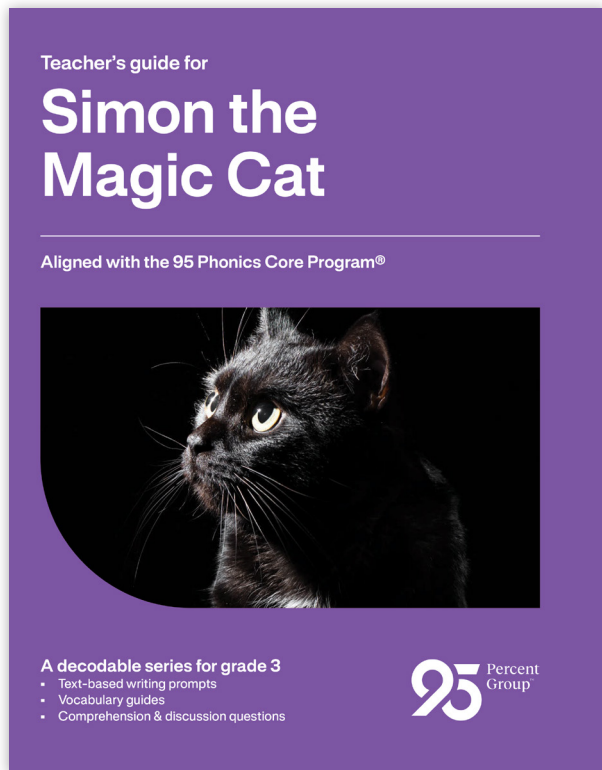
Book 1: Review of Grade 2 Skills	95 Phonics Core Program®
<b>Ch. 1:</b> initial blends, consonant digraphs, silent letters, complex consonants <b>Ch. 2:</b> long vowel silent-e, open syllables, hard and soft c/g <b>Ch. 3:</b> vowel teams: predictable/unpredictable <b>Ch. 4:</b> vowel-r (er, ir, ur, ar, or, w+ar, w+or) <b>Ch. 5:</b> cumulative review	Lesson 1  Lesson 2 Lesson 3 Lesson 4 and 5 Lessons 1-5
Book 2: Closed Syllable Type	
<b>Ch. 1:</b> closed simple multisyllable <b>Ch. 2:</b> closed complex multisyllable <b>Ch. 3:</b> closed schwa multisyllable <b>Ch. 4:</b> review: closed multisyllables <b>Ch. 5:</b> review: closed multisyllables	Lesson 6 Lesson 7 Lesson 8 Lessons 6-8 Lessons 6-8
Book 3: Silent-e Syllable Type	
<b>Ch. 1:</b> silent-e single syllable <b>Ch. 2:</b> silent-e simple multisyllable <b>Ch. 3:</b> silent-e complex multisyllable <b>Ch. 4:</b> review: closed and silent-e syllables <b>Ch. 5:</b> review: closed and silent-e syllables	Lesson 9 Lesson 10 Lesson 11 Lessons 9-12 Lessons 9-12
Book 4: Open Syllable Type	
<b>Ch. 1:</b> open single syllable <b>Ch. 2:</b> open simple multisyllable <b>Ch. 3:</b> open complex multisyllable <b>Ch. 4:</b> review: open syllables <b>Ch. 5:</b> review: open syllables	Lesson 13 Lesson 14 Lesson 15 Lessons 13-15 Lessons 13-15
Book 5: Vowel Team Syllable Type	
<b>Ch. 1:</b> predictable vowel teams: single syllable <b>Ch. 2:</b> predictable vowel teams: multisyllable <b>Ch. 3:</b> unpredictable vowel teams: single syllable <b>Ch. 4:</b> unpredictable vowel teams: multisyllable <b>Ch. 5:</b> review: open and vowel team syllables	Lesson 16 Lesson 17 Lesson 18 Lesson 19 Lessons 13-20
Book 6: Vowel-r and Consonant-le Syllable Types	
<b>Ch. 1:</b> consonant-le multisyllable <b>Ch. 2:</b> vowel-r single syllable <b>Ch. 3:</b> vowel-r simple multisyllable <b>Ch. 4:</b> vowel-r complex multisyllable <b>Ch. 5:</b> review: vowel-r and consonant-le syllables	Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lessons 21-24

## 95 Readables

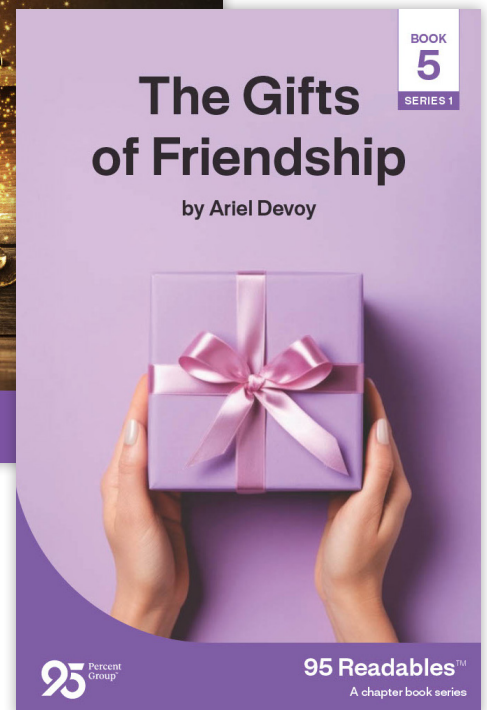
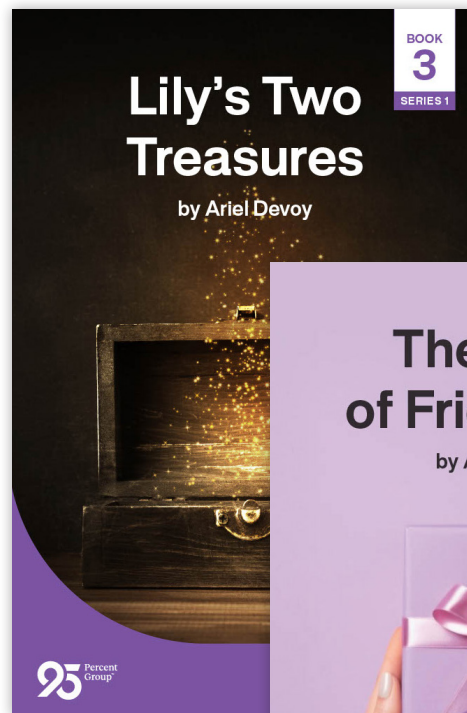
95 Readables align to instruction when used alongside 95 Phonics Core Program, ensuring each book is tightly mapped to newly acquired skills for immediate practice and reinforcement.

Developed to align with best practices in the science of reading and the scope and sequence of 95 Phonics Core Program, 95 Readables offer an inclusive, accessible, and engaging experience with longer-form texts.

Cultivate a love of reading in your students and take the guesswork out of searching for aligned texts when you teach with 95 Phonics Core Program.



Teacher's guide

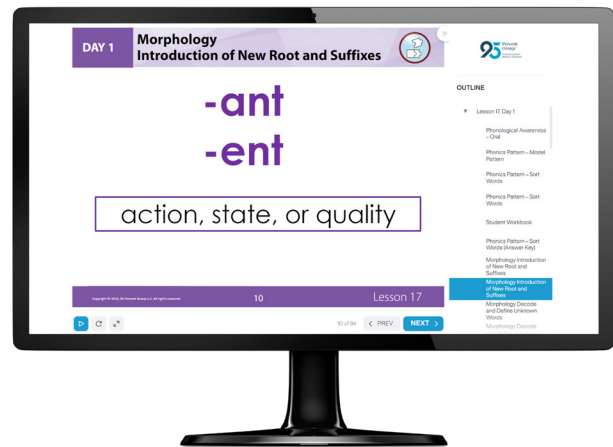


Chapter books

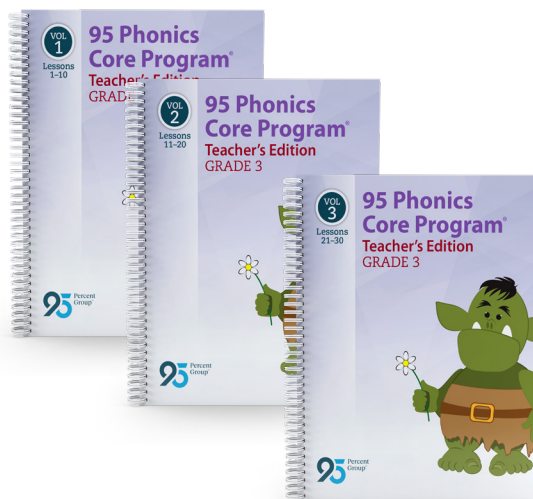
## Digital presentation files

**Digital presentation files** provide teachers with structured lesson formats to aid in the delivery of systematic and explicit phonics instruction.

Animated images guide five days of instruction in a week's lesson and are identified in the teacher's edition alongside each lesson.

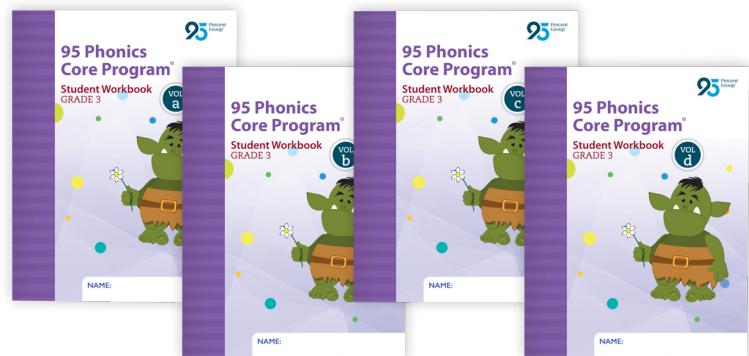


## 95 Phonics Core Program Grade 3 includes:



### Teacher's editions

Three full-color, spiral-bound teacher's editions with easy-to-follow lesson plans with scripts and rigorous but engaging routines grounded in the science of reading.



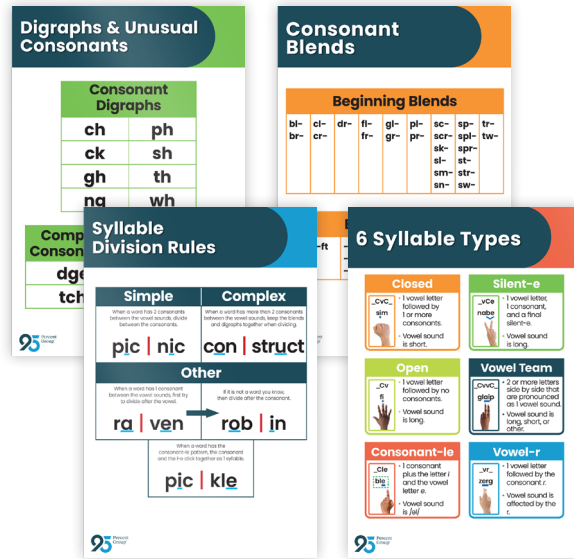
### Student workbooks

Four volumes for the school year including everything students need to participate in the lessons: Copies of passages that students can write on, Word lists and columns for sorting words by pattern, Boxes for word mapping, Tables for completing word chains from teacher dictation, and designated areas to write responses to passage comprehension questions.



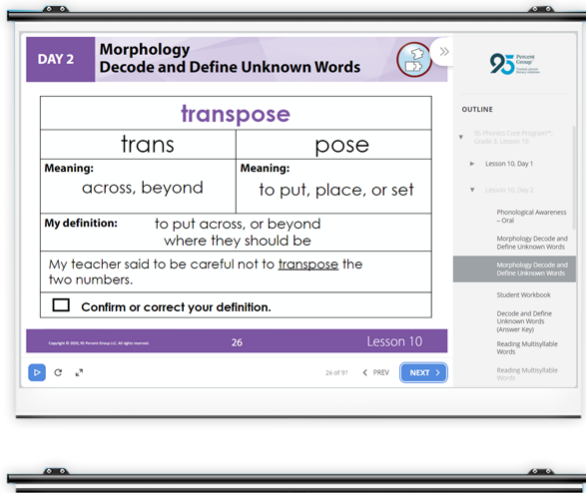
### Student manipulatives kit with syllable bars

Syllable bars are used to write alternative prefixes and suffixes around a latin root or base word to construct new words on the syllable mat.



### Syllable posters

This set of 16 x 24 posters serves as a quick reference during instruction. They contain brief definitions of each syllable type and images of the syllable hand gestures.



### Digital support:

- ▶ **Presentation files:** 30 HTML animated guides to support explicit instruction for each of the five days in that week's lesson
- ▶ **Assessments:** Summative, whole-class assessments to determine if students mastered the unit content
- ▶ **Family letters:** Weekly instructions in Spanish and English to send home so parents can support students in completing the work in the student workbook during remote instruction
- ▶ **Product training video:** A one-hour overview of the program and tips for teaching the lessons



95 Phonics  
Core Program  
Grade 4  
Scope and sequence

# 95 Phonics Core Program<sup>®</sup> Grade 4

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS		MORPHOLOGY		
		Administer Unit 1 Pre-Assessment		Prefixes	Latin Root	Suffixes
<b>1</b>	Closed (Single Syllable), Consonant Blends and Digraphs		<i>Rolling Along in Mesopotamia (I)</i> <b>permanent, status, settlement, venture</b>	<b>con- de- in-</b>	<b>struct</b>	<b>-ed -ing -ion</b>
<b>2</b>	Silent-e (Single Syllable), The 7 Jobs of Silent-e		<i>A Piece of Time (L)</i> <b>endurance, discourage, scientist, lecture</b>	<b>dis- re- in-</b>	<b>spec/spect</b>	<b>-ate -ive -ion</b>
<b>3</b>	Open (Single Syllable)		<i>Code Makers and Code Breakers (I)</i> <b>contribution, obscure, translate, transmit</b>	<b>intro- pro- trans- re-</b>	<b>duc/duce/duct spec/spect</b>	<b>-ing -ion -ive</b>
<b>4</b>	Vowel Teams (Single Syllable)		<i>What is a Galaxy? (I)</i> <b>elliptical, invisible, observatory, revolve</b>	<b>contra- pre- de- in-</b>	<b>dic/dict</b>	<b>-ment -ate -ing -ion</b>
<b>5</b>	Consonant-le (Single Syllable)		<i>Athena 12 (I)</i> <b>inhabit, interior, resemble, vicinity</b>	<b>cor- inter- dis-</b>	<b>rupt</b>	<b>-ible -ed -ion -ive</b>
<b>6</b>	Vowel-r (Single Syllable)		<i>Fossils: Frozen in Time (I)</i> <b>credible, preserve, sediment, variation</b>	<b>per- mis- con- trans- in-</b>	<b>form</b>	<b>-al -er -ify</b>
<b>7</b>	<b>Review</b> 6 Syllable Types (Single Syllable)		<i>Weathering and Erosion (I)</i> <b>chemical, contraction, erosion, expansion, fragmentation, mechanical, pollutant, thermal</b>	<b>dis- in- pre- re-</b>	<b>dic/dict spec/spect</b>	<b>-or -ate -ion -ment</b>
<b>Administer Unit 1 Assessment</b>						

UNIT 1

# 95 Phonics Core Program® Grade 4

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
			Prefixes	Latin Root	Suffixes
8	Closed, Simple Multisyllable (MS) + Schwa	<i>Asteroid Crash! (I)</i> defense, deflect, disaster, collision, motion, observation, prevent, redirection	in- pre- pro- re-	mot/mote vent	-ist -er -ion -ive -or
9	Closed, Complex MS	<i>The School Lunch Debate (Debate Transcript)</i> debate, cognitive, con, consume, convince, obesity, epidemic, pro	pre- re-	cogn sume/sump	-ing -hive -(t)ion
10	Silent-e, Simple MS	<i>Lost on the Face (L)</i> absorb, diameter, exclaim, harness, interrupt, protect, protrude, surface	ex- de- pro- re-	clam(a)/claim	-(t)ory -(t)r -(t)ion -(t)ve
11	Silent-e, Complex MS	<i>Predator Senses Make Great Defenses! (I)</i> auditory, flexible, intruder, olfactory, predator, sensory, structure, venomous	non- con- dis- in-	sent/sense	-less -ly -ible -(t)ion
12	Open, Simple MS	<i>Trouble in Death Valley (L)</i> fortunate, habitation, diurnal, expression, feral, incline, native, nocturnal	con- ex- in- pre- re-	cap/cept	-able -ate -(t)ion -ity -ive
13	Open, Complex MS	<i>Wild Weather (I)</i> approach, aspect, constantly, curiosity, environment, permanently, retreat, suspected	at- un- con- dis- re-	tract	-ed -ing -ion -ive -or
14	<b>Review</b> Closed, Silent-e, Open MS	<i>Frozen Frogs and Other Cold Curiosities (I)</i> adaptation, aquatic, evolve, external, hibernation, insulation, internal, metabolism	con- dis- in- pre- re-	vent tract	-able -ing -ion -ive -or
<b>Administer Unit 2 Assessment</b>					

# 95 Phonics Core Program® Grade 4

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
			Prefixes	Latin Root	Suffixes
<b>UNIT 3</b>					
15	Vowel Teams, Simple MS	<i>Abigail Adams: Voice of the Women Colonists (I)</i> <b>criticize, delegate, favorable, obligation, oppose, persuade, politics, representation</b>	<b>com-</b> <b>dis-</b> <b>ex-</b> <b>pro-</b>	<b>pos/pose</b>	<b>-(t)ure</b> <b>-cl</b> <b>-ed</b> <b>-tion</b>
16	Vowel Teams, Complex MS	<i>Abigail and John (Poem)</i> compromise, constitution, declaration, equality, occupation, revolution, sovereign, tyranny	<b>at-</b> <b>con-</b> <b>in-</b> <b>pre-</b>	<b>tend/tent</b>	<b>-ious</b> <b>-cl</b> <b>-ion</b> <b>-ive</b>
17	<b>Silent-Review</b> Closed, Silent-e, Open, Vowel Teams MS, Simple MS	<i>A New Age of Exploration (I)</i> <b>accelerate, capsule, conduct, descent, enable, gravitational, lunar, mission</b>	<b>ad-</b> <b>com-</b> <b>in-</b> <b>inter-</b> <b>trans</b>	<b>mit/miss</b>	<b>-ed</b> <b>-ible</b> <b>-ing</b> <b>-ion</b>
18	Consonant-le, Multisyllable	<i>Secrets of the Deep (I)</i> <b>atmospheric, converge, reveal, subduction, submarine, submersible, subterranean, tectonic</b>	<b>ob-</b> <b>sub-</b> <b>in-</b> <b>pro-</b>	<b>ject</b>	<b>-ion</b> <b>-ity</b> <b>-ive</b>
19	Vowel-r, Multisyllable	<i>The Kingdom Between the Tides (Poem)</i> <b>advance, circulate, defend, entice, expand, inconspicuous, stimulus, support</b>	<b>e-</b> <b>ab-</b> <b>cor-</b> <b>dis-</b> <b>inter-</b>	<i>rupt</i>	<b>-ible</b> <b>-ion</b> <b>-ibe</b> <b>-ly</b> <b>-ure</b>
20	<b>Review</b> Vowel Teams, Consonant-le, Vowel-r MS	<i>Matthew Henson: Explorer (I)</i> <b>accident, adversity, devoted, essential, geographical, opposite, perseverance, variation</b>	<b>Word Construction Review (Latin Roots)</b>		
<b>Administer Unit 3 Assessment</b>					
21	Achieving Automaticity: Lexicon Lab 1	<i>Light Up the Sky (I)</i> <b>deploy, elaborate, simulate, spectacular</b>	<b>dis-</b> <b>e-</b> <b>in-</b> <b>inter-</b>	<b>cept</b> <b>rupt</b> <b>vent</b>	<b>-ible</b> <b>-ion</b> <b>-ive</b> <b>-ony</b> <b>-ure</b>
<b>UNIT 4</b>					

# 95 Phonics Core Program® Grade 4

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
			Prefixes	Latin Root	Suffixes
UNIT 4	Achieving Automaticity: Lexicon Lab 2	<i>Out of Many, One (I)</i> <b>consensus, convention, democratic, generation</b>	con- dis- in- re- trans-	form miss/mit tent	-al -er -ion
	Achieving Automaticity: Lexicon Lab 3	<i>The Boston Tea Party Story (Poem)</i> <b>compliance, defiance, imposed, transported</b>	Word Construction Review (Latin Roots)		
	Achieving Automaticity: Lexicon Lab 4	<i>The History of Playgrounds (I)</i> <b>decade, geometric, hexagon, regulation</b>	e- ex- pro- re-	mot spect clam	-ate -ion -ist -ve -or
	Achieving Automaticity: Lexicon Lab 5	<i>Fun Flag Facts (I)</i> <b>admission, mandate, proclamation, version</b>	Word Construction Review (Latin Roots)		
	<b>Administer Unit 4 Assessment</b>				
UNIT 5	Achieving Automaticity: Lexicon Lab 6	<i>Animals at the White House (I)</i> <b>circumstance, interfere, unusual, unexpected</b>	Introduction to Greek Combining Forms graph, phone, photo, tele		
	Achieving Automaticity: Lexicon Lab 7	<i>Let's Eat! (I)</i> <b>historian, immigrant, substitute, surpass</b>	Greek Combining Forms auto, bio, geo, logy, graph, phone, photo, tele		
	Achieving Automaticity: Lexicon Lab 8	<i>Castles: Fortresses of Old (I)</i> <b>adopted, durable, limitations, medieval</b>	Greek Combining Forms auto, bio, geo, graph, logy, phone, photo, tele		
	Achieving Automaticity: Lexicon Lab 9	<i>Honoring Baseball's Finest (I)</i> <b>commission, evidence, inducted, unanimous</b>	Review: Concept Sort bio, ist, mot		
	Achieving Automaticity: Lexicon Lab 10	<i>The Empire State Building (I)</i> <b>inspiration, prosperous, recognizable, significant</b>	Review: Concept Sort able, form, logy		
	<b>Administer Unit 5 Assessment</b>				

## Daily lesson structure

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Warm-up</b> Previously taught skills/patterns are reviewed through word play.</p>	<p><b>Word chain</b></p>	<p><b>Guess the pattern</b></p>	<p><b>Word chain</b></p>	<p><b>Guess the pattern</b></p>	<p><b>Follow the pattern</b></p>
<p><b>Multisyllable word work</b> Explicit instruction is provided on:</p> <ul style="list-style-type: none"> <li>The six syllable types</li> <li>Simple and complex syllable division rules</li> <li>Decoding and encoding multisyllable words</li> </ul>	<p><b>Reading multisyllable nonsense words</b> Students decode words.</p>	<p><b>Reading multisyllable real words</b> Students decode words.</p>	<p><b>Syllable mapping</b> Students encode words.</p>	<p><b>Syllable mapping</b> Students encode words.</p>	<p><b>Sentence dictation</b> Students apply both new and previously taught skills.</p>
<p><b>Reading</b> (800L-1000L) The text for the week is the foundation for word study. Students learn and apply word attack strategies (syllabication and analysis of morphological structures) in authentic text.</p>	<p><b>Building background</b> Students use a short teacher read aloud, videos, connected text, and other media to gain background knowledge on the topic of the lesson's reading passage.</p>	<p><b>Reading and annotating during first exposure to text</b> Students identify unknown words and important ideas, pose questions, and make connections through structure annotation strategies.</p>	<p><b>Focusing on Weekly Words during second exposure to text</b> Students define weekly words in text based on morphological structure.</p>	<p><b>Reading for accuracy during third exposure to text</b> Students apply knowledge of syllabication and morphological structures to accurately read text.</p>	<p><b>Finally, read to build fluency and synthesize thinking</b> Integrating background knowledge, new ideas, connections, inferences, and summaries to reflect on how personal thinking evolves through reading.</p>

# Daily lesson structure

<p><b>Morphology</b> Word knowledge and meaning are built through analysis of the morphological structure of words.</p>	<p><b>Decode</b> Students decode the Weekly Words with regular spellings by identifying morphemes and using syllable type knowledge. Students learn the Weekly Words with irregular spellings through explicit instruction.</p>	<p><b>Define</b> Students identify the affixes and roots in the Weekly Words and define words based on the meanings of the morphemes.</p>	<p><b>Define</b> Students identify the affixes and roots in the Weekly Words and define words based on the meanings of the morphemes.</p>	<p><b>Word construction with morpheme cards</b> Students build and define words using previously taught morphemes. This application is completed using wipe-off color-coded morpheme cards and a morphology mat.</p>	<p><b>Morpheme manipulation</b> First, students decode, encode, and define multisyllable words while manipulating morphemes through word chaining. Later, they apply their knowledge by using sentence context to derive the meaning of unknown words.</p>
<p><b>Response to reading</b> Text comprehension is demonstrated through oral and written responses.</p>	<p><b>Essential question(s)</b> Students respond to questions that help set the purpose for the weekly reading.</p>	<p><b>Identify</b> Students respond to standards based prompts about the following:</p> <ul style="list-style-type: none"> <li>Main idea/key details</li> <li>Support for an inference</li> <li>Evidence for author's point</li> <li>Structure of text</li> <li>Connections</li> </ul>	<p><b>Written or Oral</b> Students respond to a prompt related to word meaning in text.</p>	<p><b>Written or Oral</b> Students respond to a standards-based comprehension question.</p>	<p><b>Written</b> Students synthesize thinking based on weekly reading through a written response.</p>

**FOR ADDITIONAL PURCHASE**

<p><b>95 Readables™</b></p>	<p><b>Reinforce your daily lesson with 95 Readables.</b> 95 Readables align precisely with the scope and sequence of 95 Phonics Core Program®, with an explicit instructional routine designed for skill reinforcement.</p>
<p><b>Aligned Practice</b></p>	<p><b>Reinforce your daily lesson with engaging, teacher-directed practice.</b> Phonics, word study, comprehension, and more are reinforced through fun, immersive Sortegories™ activities featuring nonfiction decodable text.</p>

# Explore the features of 95 Phonics Core Program, Grade 4

## Warm Up



3 min

### WORD CHAIN

Today we will warm up with a word chain. Get your personal whiteboard and dry erase marker ready. In this word chain, you will listen to each word and change 1 sound in the word to make a new word. Ready? Let's begin.

**Note:** Remind students to write each new word under the previously spelled word, so that all 4 words are listed vertically by the end of the task.

The first word is brash.

- Word? **brash**
- How do we spell it? **b-r-a-s-h** Write it.

Change brash to trash.

- What changes? **/b/ changes to /t/.**
- How do we spell the new word? **t-r-a-s-h**

Write the word trash under brash.

Next, change trash to crash.

- What changes? **/t/ changes to /c/.**
- How do we spell the new word? **c-r-a-s-h**

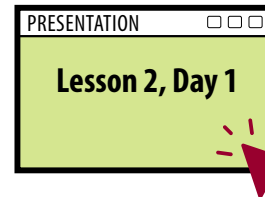
Write the word crash under trash.

Finally, change crash to cram.

- What changes? **/sh/ changes to /m/.**
- How do we spell the new word? **c-r-a-m**

Write the word cram under crash.

Let's read all 4 words. Ready? Begin. **brash, trash, crash, cram**



brash
trash
crash
cram

Continuing the routines and practices introduced in grades K-3, in grade 4 students begin lessons with practicing **phonemic awareness** skills as they work through **new word chains**.

This continues to be a student favorite as it challenges them to think about the sounds in the word and the letters that represent them.

**Multisyllable Word Work** 

**READING MULTISYLLABLE WORDS**

(Display Simple Division Rule.)

This week you will read closed multisyllable words that have a simple syllable division. The **Simple Division Rule** is when 2 consonants appear between the vowel sounds. When this happens, most often we divide between the 2 consonants.

Before we begin, let's review the closed syllable pattern.

The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist. Practice the gesture with me. **closed**

Now let's read a closed multisyllable nonsense word that has a simple syllable division.

(Display plinsut.)

**Step 1:** Underline the vowels.

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

**Step 2:** Draw a line between the syllables.

- How many consonants are between the vowel sounds? **2**
  - When there are 2 consonants between the vowel sounds, most often we divide between the 2 consonants. (Refer to the Simple rule on the Syllable Division Rules poster.)
  - I divide this word between the consonants **n** and **s**.

**Step 3:** Read each syllable. (Gesture and point to the vowel when going through the process of reading each syllable.)


<p><b>Read the first syllable.</b> 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>plin</b></li> </ul>	<p><b>Read the second syllable.</b> 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? /ü/</li> <li>– Syllable? <b>sut</b></li> </ul>
---	---

**Step 4:** Read the word.

- Word? **plinsut**

**Simple**  
When a word has 2 consonants between the vowel sounds, divide between the consonants.

**pic | nic**




plinsut

plinsut

plin|sut

**Multisyllabic decoding instruction** is critical to student's success in reading, especially in the intermediate grades.

Research shows that explicit instruction in multisyllabic decoding improves reading outcomes for students.

Once introduced in grade 1 and learned, this instructional routine can be generalized across content areas.

**Reading**

5 min

**BUILDING BACKGROUND**

For the next 5 days, you will read and learn facts about how NASA plans to save our planet from colliding with future **asteroids**.

Let's look at where the word *asteroid* is taken from. *Asteroid* can be broken into 2 main word parts—the first part is the Greek root *aster*, meaning “star,” and the last part is the Greek root *oid*, meaning “form or shape.” So an asteroid is a star-shaped rock in the atmosphere.

(Display [asteroid photo](#).)

Asteroids are rocky objects that orbit the sun. Asteroids orbit the sun like planets but are much smaller than planets. There are millions of asteroids in the universe, ranging in size from several feet to hundreds of miles across.

What are some things you notice about this asteroid? (answers vary)

**It resembles a large rock or boulder, appears to be traveling very fast, contains craters on the surface, produces enough heat to cause fire, and is smaller than Earth.**



Turn to page 85 in your Student Workbook. Imagine you are a scientist working for NASA and you have been informed there is a large asteroid coming straight for earth. You have been tasked with finding a way to **deflect** this asteroid and ensure that it does not collide with earth. What is your plan?

(Assign students to work with a partner.)



Reading and response to reading are included in all five days of the lesson.

**Response to Reading**

2 min

**ESSENTIAL QUESTION**

Today you gained background knowledge on the topic of the week: *asteroids*. Over the next 4 days, you will read about a mission that NASA conducted to save Earth from future asteroids. Also, you will find out how to answer the Essential Question:

- *How did the DART Mission use force and motion to protect Earth from an asteroid?* (RI.4.3)

The first day of the lesson provides **background knowledge** for the passage topic and an **essential question** for the lesson—an approach that both engages students and provides a focus for the weekly lesson.

**READ & ANNOTATE**

Today you will read an article about scientists' efforts to defend our planet against "space junk" and other **celestial** objects in our solar system. The word *celestial* comes from a Latin word that means "sky." Some examples of *celestial* objects include stars, comets, asteroids, and meteors.






(Display Annotation Key.)

The purpose for your reading today is to annotate while you read.

Let's review.

- **STAR:** This is an important idea.
- **QUESTION MARK:** I have a question about this.
- **LETTER C:** I have a connection to this.
- **UNDERLINE:** This word is unknown to me.
  - I can't decode this word.
  - I don't know the meaning.

**Annotation Key**

-  This is an important idea.
-  I have a question about this.
-  I made a connection.
-  I can't decode this word.
-  I don't know the meaning of this word.

Today we will focus on **questioning**. If you are questioning during reading, you are wondering about words or ideas in the text. When asking questions, we should begin each question with one of these words: *who, what, where, when, why, or how*.

I will model how to use the questioning strategy as we read. Remember, whenever you have a question about something in your reading, annotate by writing a question mark by it. Then raise your hand by your side. (Model the gesture as pictured in the right margin.)

**Questioning**

Students are taught a process for **annotating text** that is repeated throughout the lessons.

This explicitly teaches students a process that supports comprehension—questioning the text, making connections, and determining importance.

This is a favorite of teachers because the processes become visible for students and foster stronger comprehension.

**OBSERVATION**

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

*Our observation of flags helped us determine the direction of the wind.*

The underlined word is observation. What's the word? **observation**

What is the first morpheme in this word? **ob**

- The first morpheme *ob-* is a prefix meaning "down, against, or facing."
  - Write *ob-* in the first box under the word observation.
- Repeat after me.
  - The prefix *ob-* means "down, against, or facing." **The prefix *ob-* means "down, against, or facing."**

The next morpheme, *serv* is a Latin root meaning "to guard or watch."

- Write *serv* in the empty box next to the prefix *ob-*.
- Repeat after me.
  - The Latin root *serv* means "to guard or watch." **The Latin root *serv* means "to guard or watch."**

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

- The definition for the suffix *-tion* is "state of being, quality, or action."
  - Write *-tion* in the last box next to the connecting vowel letter *a*.
- Repeat after me.
  - The suffix *-tion* means "state of being, quality, or action." **The suffix *-tion* means "state of being, quality, or action."**

What is the word? **observation**

Our observation of flags helped us determine the direction of the wind.

observation			
ob	serv	a	tion
down, against, or facing	to guard or watch		state of being, quality, or action

**Note:** The vowel *a* in the word *observation* is a *connecting vowel letter* and is added to support a smooth pronunciation.

**Morphology** is an integral part of every lesson. The words from the passage are first decoded by syllables and then by morphemes.

The word parts are explicitly taught, allowing students to expand their vocabulary and broaden comprehension of text.

Research has shown that by grade 5, the strongest predictor of overall reading success is the level of a student's morphological awareness. Explicit teaching of morphological awareness begins in grade 1 and continues through grade 5.

**Morphology**



7 min

**WORD CONSTRUCTION WITH MORPHEME CARDS**

**Note:** Students will use their morpheme cards and morphology mat. Word Construction is most efficient and engaging when students are working in collaborative groups of 2-to-3 students. Manage materials by having each group share 1 set of morpheme cards and 1 morphology mat. Make 1 student responsible for preparing the green prefix cards, another for preparing the red suffix cards, and another for preparing the yellow root cards. Then have students begin building words with the cards. This is when the academic conversation gets exciting! As students construct new words, have them discuss how to decode and define the words.

Now it's time to construct words using the affixes and roots you have learned. To help you construct words, you will need the following materials:

- 4 green prefix cards
- 2 yellow root cards
- 5 red suffix cards
- morphology mat

Remember, the color of a card helps you remember where to place a morpheme in a word.

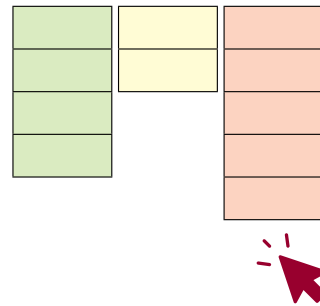
- **Green cards** are for **prefixes**, which are found at the beginning of a word.
- **Red cards** are for **suffixes**, which are found at the end of a word.
- **Yellow cards** are for **roots**, which are the foundation of every word you will build.

Lay your cards on your desk as shown on the presentation slide. Using a whiteboard marker, write the following prefixes on the green cards: *in-*, *pre-*, *pro-*, *re-*.

Now write these suffixes on the red cards: *-er*, *-ion*, *-ist*, *-ive* and *-or*.

Finally, write these Latin roots on the yellow cards: *mot/mote* and *vent*.

Word construction with manipulatives is a powerful instructional tool to support morphology lessons. Teachers observe rich discussion among students when they work in small groups of 2 to 3.



Students become word detectives as they engage in conversations related to the meaning of the words and how they can be used in a sentence.

in	mot mote	er
pre	vent	ion
pro		ist
re		ive
		or

A morphology key is used to aid in uncovering a word's meaning.

**Multisyllable Word Work**



5 min

**SENTENCE DICTATION**



On page 92 of your Student Workbook, there are some lines for writing sentences. I'll tell you a sentence. You'll repeat it. Then you'll write it, and we'll check it together.

First sentence: Colton said the mishap at the dentist was a huge problem.

Repeat it with me. **Colton said the mishap at the dentist was a huge problem.** Now write it.

(Display sentence.)

Now let's check it. Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

Second sentence: We have a trunk in the attic for old fabric and blankets. Repeat it with me. **We have a trunk in the attic for old fabric and blankets.** Now write it. (Repeat the correction procedure above.)

**Sentence dictation** applies current learning with previously taught skills to ensure student learning is sequential and cumulative. Students listen to a sentence, write the sentence, and self correct their work. Aligned with the evidence, this lesson provides students with the opportunity to practice with teacher support and error correction.

**Reading**



8 min

Today you will use the visual imagery strategy. In other words, you will draw a picture to help you create a mental image of something described in a piece of text. The image you will draw today will be a diagram.

(Display diagram.)

Here is an example of a **diagram** that shows DART's path for collision and how it will redirect the orbit of the asteroid Dimorphos. Notice that this diagram includes the following features:

- A picture that represents a subject or event
- Labels (words and phrases) for important pieces of the picture
- Arrows that show the direction of an object's movement



Turn to page 91 in your Student Workbook. Using the space in your workbook, you will draw a diagram to represent your understanding of some paragraphs from "Asteroid Crash!" that I will read aloud to you. I will pause after each paragraph and allow you time to add details to your diagram. Try to capture as much as possible of what you are picturing in your mind. At this time, you are *only* drawing. I will give you directions on how to label your diagram later.

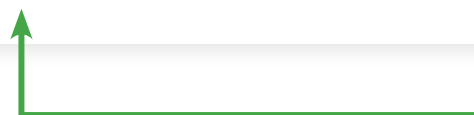
Ready? Listen carefully and begin drawing your diagram. Read aloud paragraphs 4–8 (lines 21–42), stopping for 1 minute between paragraphs, to allow students to add details to their diagrams.

Teachers guide students through reading passages to check for comprehension through differentiated tasks and response activities.

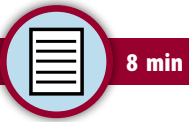
Examples of reading and reading response opportunities include:

**EXAMPLE 1**

Drawing diagrams based on critical features from the passage



**Reading**



**Note:** Prior to reading, have students pre-select reading partners, or you can strategically assign partners. If there is an odd number of students, assign trios and have 2 students per trio read every other Sumi section.



Turn to page 95 in your Student Workbook. Today you and a partner will read the transcript, with one of you reading aloud Sumi’s words and the other reading aloud Maya’s words.

Your purpose for reading is **accuracy**, especially when you come to a Weekly Word. During your turn to read, if you come to a word you’re unsure about, use your word study skills—divide the word into syllables and look for patterns or morphemes you recognize. During your partner’s turn to read, focus on your partner’s accuracy. Support your partner when needed, but don’t jump in too soon—give your partner time to decode the word on his or her own. If you finish reading before time is up, switch roles and reread the transcript. Continue to focus on accuracy.



**EXAMPLE 2**

Reading for accuracy with a partner

**Let’s review.**

- If your opinion is that school lunches should be healthy or healthier, what stance are you representing? **pro**
- What do you believe if your opinion is the opposite and you are representing the **con** side of the debate? **School lunches do not need to be healthy.**

**pro** School lunches should be healthy.

**con** School lunches do not need to be healthy.

(Display sentence stems.)

To help you jumpstart your writing, use the sentence stems displayed on the presentation slide.

Your first sentence will state your opinion.

Sentence stem:  
In my opinion, school lunches \_\_\_\_\_.

Your second sentence will state 1 detail from the transcript that supports your opinion.

Sentence stem:  
One detail that supports my opinion is \_\_\_\_\_.

If time permits, ask a few students to read their sentences aloud to the class.

**Answer Key** (answers vary)

Students must state their opinion in a complete sentence as well as cite at least 1 detail from the transcript that supports their opinion.



**EXAMPLE 3**

Identifying a pro or con position in a debate and then reading for empathy to determine if your opinion changes

## Reading



8 min

Today we are going to identify figurative language the author used in “Lost on the Face.” As we learned in lesson 2 with the character, Rayna, **figurative language** is a group of words or a sentence an author uses to help build imagery and requires the reader to use their imagination. *Figurative language* is written or oral expressions that do not use words in a literal way.

Often figurative language creates an exaggeration.

- For example, if someone says, “he is as tall as a giraffe,” you cannot *literally* be as tall as a giraffe.
- Saying “he is as tall as a giraffe” creates an image in your mind of someone who is very tall.

Figurative language can also include *metaphors* and *similes*, comparing 2 things.

- If you have ever heard anyone say, “she is an early bird,” they don’t *literally* mean the person is a bird that rises early. This is a metaphor comparing the habit of being awake early to a bird early in the morning.
- Have you ever heard someone say they “are as busy as a bee?” Bees are always moving around quickly doing the jobs of pollinating and making honey. So, if you are as busy as a bee, you are very active and always working.



Turn to page 107 in your Student Workbook and get out a highlighter. In the story “Lost on the Face,” there are many instances of figurative language. You will reread the story and highlight 3 examples where the author used figurative language.

(RL.4.1, L.4.5a)

### Answer Key (answers vary)

Refer to the Teacher’s Passage for specific locations and context of figurative language.

#### Examples of figurative language used in the passage:

- |   |  |
|---|--|
| • Lost on the Face                                | • the face of the rock                         |
| • like an 800-foot sandstone finger               | • looked like a turtle shell glued to the wall |
| • route that snaked up                            | • her heart jumped out of her chest            |
| • up the face                                     | • a toaster-sized piece of rock                |
| • stuck like a cat in a tree                      | • the whole wall was coming down on our heads  |
| • nearly as big as her head                       |  |
| • the sun just starting to peek over the mountain |  |

#### EXAMPLE 4

Building imagery of text using figurative language

## Response to Reading



2 min



Turn to page 117 in your Student Workbook. While you read today, you identified the author's use of figurative language in the story "Lost on the Face." Now you will explain the author's use of 1 sentence that represents figurative language.

(Display line 18.)

Read this sentence with me: *But if she chose the wrong path, the holds could run out and she would be stuck like a cat in a tree.*

Using the sentence stem in your workbook, explain what you think the author means in this example of figurative language. (L.4.5)

**Answer Key** (answers vary)

### Possible student responses:

*I think the author's meaning for this example of figurative language is \_\_\_\_\_.*

- *Sam would be stuck on the ledge with nowhere to go.*
- *If a cat gets stuck in a tree, they get too frightened and have a hard time getting down. Just like a cat, I think Sam would get scared and not be able to figure out how to get down from the rock.*

### EXAMPLE 5

Explaining the author's use of figurative language

Teachers report how students enjoy the passages as they cover a broad range of topics in science and social studies, as well as high-interest narrative stories.

# 95 Readables scope and sequence

25 decodable texts across 5 books.

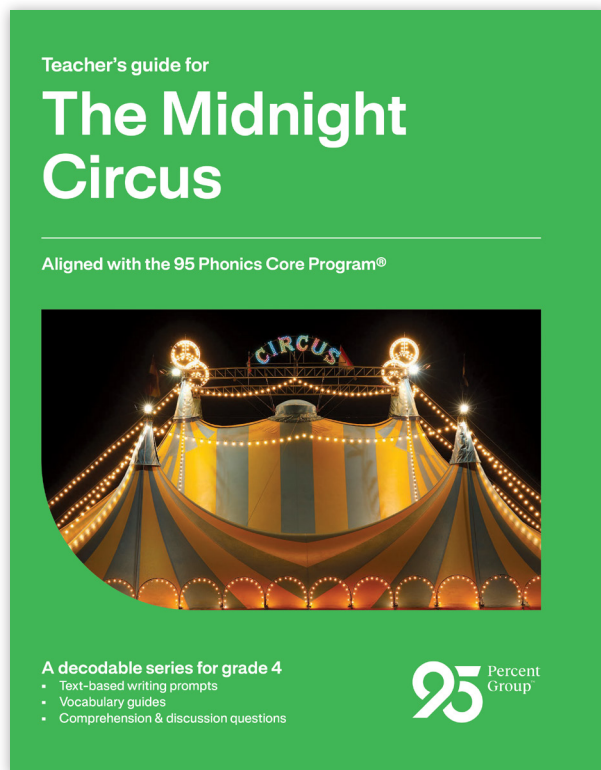
Book 1: Single Syllable	95 Phonics Core Program®
<b>Ch. 1:</b> closed and consonant blends and digraphs <b>Ch. 2:</b> silent-e and open <b>Ch. 3:</b> vowel teams <b>Ch. 4:</b> consonant-le and vowel-r	Lesson 1 Lessons 2-3 Lesson 4 Lessons 5-6
Book 2: Closed, Silent-e, and Open Multisyllable	
<b>Ch. 1:</b> closed simple and schwa <b>Ch. 2:</b> closed complex <b>Ch. 3:</b> silent-e simple <b>Ch. 4:</b> silent-e complex <b>Ch. 5:</b> open simple <b>Ch. 6:</b> open complex	Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13
Book 3: Vowel Teams, Consonant-le, and Vowel-r Multisyllable	
<b>Ch. 1:</b> vowel teams simple <b>Ch. 2:</b> vowel teams complex <b>Ch. 3:</b> review: closed, silent-e, open, and vowel teams <b>Ch. 4:</b> consonant-le <b>Ch. 5:</b> vowel-r	Lesson 15 Lesson 16 Lessons 8-17 Lesson 18 Lesson 19
Book 4: Vowel Teams Review	
<b>Ch. 1:</b> review: vowel teams, consonant-le, vowel-r <b>Ch. 2:</b> review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r <b>Ch. 3:</b> review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r <b>Ch. 4:</b> review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r <b>Ch. 5:</b> review: closed, silent-e, open, vowel teams, consonant-le, and vowel-r	Lessons 4, 15, 16, 20 Lessons 1-20 Lessons 1-20 Lessons 1-20 Lessons 1-20
Book 5: Morphology Review	
<b>Ch. 1:</b> review: morphology <b>Ch. 2:</b> review: morphology <b>Ch. 3:</b> Greek combining forms <b>Ch. 4:</b> cumulative review <b>Ch. 5:</b> cumulative review	Lessons 1-25 Lessons 1-25 Lessons 26-30 Lessons 1-30 Lessons 1-30

## 95 Readables

95 Readables align to instruction when used alongside 95 Phonics Core Program, ensuring each book is tightly mapped to newly acquired skills for immediate practice and reinforcement.

Developed to align with best practices in the science of reading and the scope and sequence of 95 Phonics Core Program, 95 Readables offer an inclusive, accessible, and engaging experience with longer-form texts.

Cultivate a love of reading in your students and take the guesswork out of searching for aligned texts when you teach with 95 Phonics Core Program.



Teacher's guide

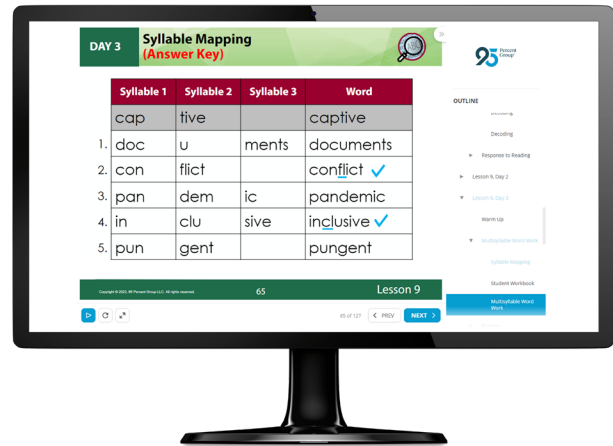


Chapter books

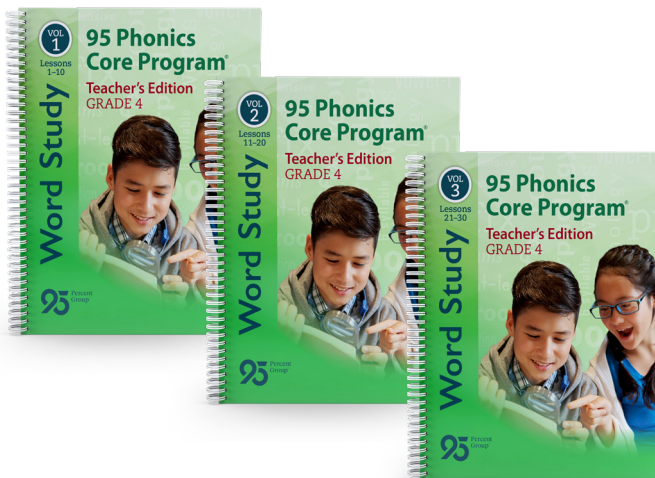
## Digital presentation files

**Digital presentation files** provide teachers with structured lesson formats to aid in the delivery of systematic and explicit phonics instruction.

Animated images guide five days of instruction in a week's lesson and are identified in the teacher's edition alongside each lesson.

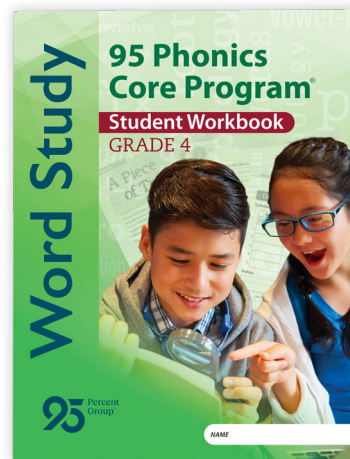


## 95 Phonics Core Program Grade 4 includes:



### Teacher's editions

Three full-color, spiral-bound teacher's editions with easy-to-follow lesson plans including scripts and rigorous but engaging routines grounded in the science of reading.



### Student workbook

One workbook for the year that includes everything students need to participate in the lessons.

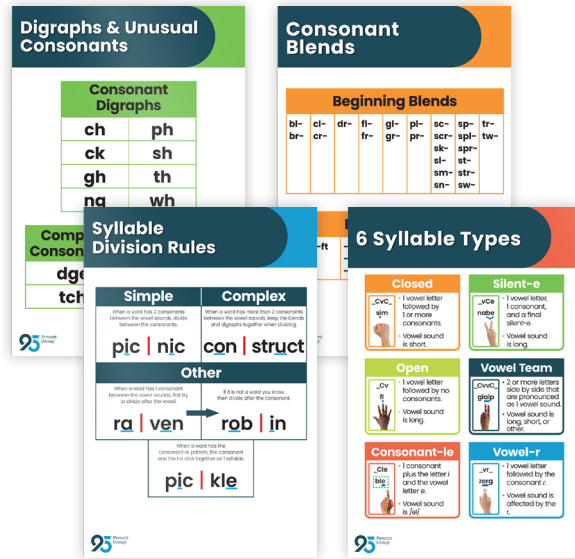
### Morphology key

Found in the back of each student workbook.



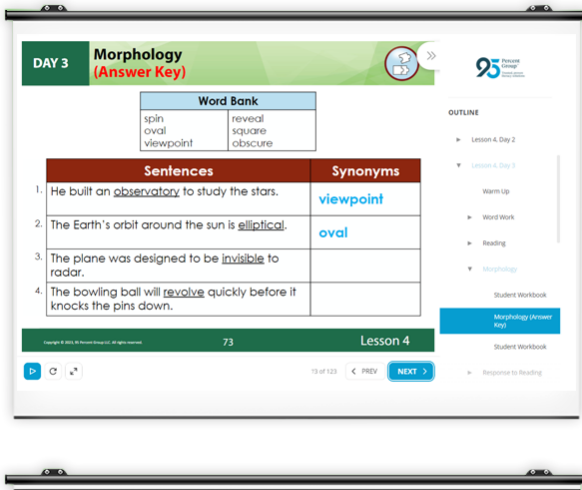
**Student manipulatives kit**

One morphology mat that doubles as a personal student whiteboard, 21 write-on/wipe-off cards, and 1 whiteboard marker.



**Poster set**

A set of four that covers the consonant blends, digraphs and unusual consonants, syllable types, and syllable division rules.



**Digital support:**

- ▶ **Presentation files:** 30 HTML animated guides to support explicit instruction for each of the five days in that week's lesson
- ▶ **Assessments:** Summative, whole-class assessments to determine if students mastered the unit content
- ▶ **Family letters:** Weekly instructions in Spanish and English to send home so parents can support students in completing the work in the student workbook during remote instruction



95 Phonics  
Core Program  
Grade 5  
Scope and sequence

# 95 Phonics Core Program<sup>®</sup> Grade 5

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
			Prefixes	Latin Root	Suffixes
<b>Administer Unit 1 Pre-Assessment</b>					
<b>1</b>	Closed (Single Syllable), Consonant Blends and Digraphs	<i>Wind and Water, Sea and Sky:</i> <b>Harnessing the Power of Fluids (I)</b> mechanical, capture, transfer, energy	dis- in- trans-	sect	-ed -ing -ion
<b>2</b>	Silent-e (Single Syllable), The 7 Jobs of Silent-e	<i>Plants Without Soil (I)</i> <b>nutrients, agriculture, cultivate, static</b>	con- ex- in-	cise	-ive -ion
<b>3</b>	Open (Single Syllable)	<i>World War I: America Joins the War (I)</i> <b>declare, isolate, oppose, provoke</b>	de- pre- pro- re-	pel/puls <i>cise</i>	-ion -ive
<b>4</b>	Vowel Teams (Single Syllable)	<i>Kentucky's Pack Horse Librarians (I)</i> <b>circulate, distribute, librarian, rural</b>	at- ob- con- dis-	tain/tinu	-ment -ous -ion
<b>5</b>	Consonant-le (Single Syllable)	<i>Great Aunt Becky's Journal (L)</i> <b>endure, mission, recite, terrain</b>	ad- per- in- re-	dict/flex mit/miss	-ible -ion -ive
<b>6</b>	Vowel-r (Single Syllable)	<i>An Amazing Journey (I)</i> <b>describe, expand, expedition, territory</b>	di- in- pro- re-	vid/vis	-al -ize -ible -ion
<b>7</b>	<b>Review</b> 6 Syllable Types (Single Syllable)	<i>Running on Sunlight: How Energy Powers Life (I)</i> <b>absorb, attract, consume, decompose, evolve, produce, reflect, transform</b>	un- at- con- dis- re-	tract <i>tain/tinu</i>	-ic -ist
<b>Administer Unit 1 Assessment</b>					

UNIT 1

# 95 Phonics Core Program® Grade 5

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY	
			Greek Combining Forms	Suffixes
<b>8</b>	Closed Simple Multisyllable (MS)	<i>The Evolution of Camouflage (I)</i> conceal, disguise, disruptive, environment, inconspicuous, mimic, resemble, technique	graph, phone/phono, photo, tele	-ed -ic
<b>9</b>	Closed, Complex MS	<i>Connecticut, First and Foremost (I)</i> accusation, legislature, innovation, provision, ratify, recognition, revolutionize, temperate	bio, geo, (o)logy, graph	-y -ist
<b>10</b>	Silent-e, Simple MS	<i>Early American Spycraft (I)</i> detect, intercept, invisible, observe, translate, transmit, transport, transcribe	auto, bio, graph	-al -ic -y
<b>11</b>	Silent-e, Complex MS	<i>Cato's Capture (L)</i> acquire, assembly, assume, dispel, diverse, implicitly, preemptive, tyranny	eco, normy, auto, bio, (o)logy	-ic -ist
<b>12</b>	Open, Simple MS	<i>The Clean-Up Crew (I)</i> complex, compost, compound, microscopic, nutrient, organism, sustain, vital	em, path, sym, (o)logy, tele	-ic -ist -y
<b>13</b>	Open, Complex MS	<i>A Horse of Different Color (I)</i> adaptable, aquatic, biologist, biodiversity, dorsal, genetic, notorious, pectoral	ecto, endo, morph, poly, graph, (o)logy	-ic -y
<b>14</b>	<b>Review</b> Closed, Silent-e, Open MS	<i>Harr and Her Pups (L)</i> admirable, complicate, distinguish, fortitude, furtively, indicate, recognize, vulnerable	bio, eco, geo, graph, morph, normy, (o)logy	-al -ic -ist -y
<b>Administer Unit 2 Assessment</b>				

UNIT 2

# 95 Phonics Core Program<sup>®</sup> Grade 5

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
			Prefixes	Suffixes	
UNIT 3	15	Vowel Teams, Simple MS	<i>Mysterious Objects in the Sky (I)</i> <b>aerial, accelerate, anxious, astronomer, conclude, illusion, meteorologist, unidentified</b>	<b>chrono, gram, mono,</b> <i>graph, (o)logy</i>	<i>-al</i> <i>-er</i> <i>-ic</i> <i>-y</i>
	16	Vowel Teams, Complex MS	<i>Lighter Than Air: The Story of Balloon Flight (I)</i> <b>astronaut, atmosphere, century, construct, descend, extend, manufacturer, sturdier</b>	<b>astro, physi,</b> <i>bio, geo, graph</i>	<i>-al</i> <i>-er</i> <i>-ic</i> <i>-y</i>
	17	<b>Silent-Review</b> Closed, Silent-e, Open, Vowel Teams MS, Simple MS	<i>It's a Bird! It's a Plane! It's a Weather Balloon (I)</i> <b>accurate, altitude, ascend, forecast, humidity, predict, refine, troposphere</b>	<b>techn, bio, geo,</b> <i>(o)logy, poly</i>	<i>-al</i> <i>-ic</i> <i>-ist</i> <i>-ity</i>
	18	Consonant-le, Multisyllable	<i>Checks and Balances: Protecting the People (I)</i> <b>executive, judicial, legislative, monarch, preventive, promote, representative, veto</b>	<b>cracy, crat, demo,</b> <i>graph, poly</i>	<i>-er</i> <i>-ic</i> <i>-ist</i> <i>-y</i>
	19	Vowel-r, Multisyllable	<i>Hello, Robot! (I)</i> <b>algorithm, alternative, analyze, diagnose, obstacle, operation, privacy, specific</b>	<i>em, (o)logy, path, sym, tele</i>	<i>-ic</i> <i>-ist</i> <i>-y</i>
	20	<b>Review</b> Vowel Teams, Consonant-le, Vowel-r-MS	<i>The Best Toys Ever (I)</i> <b>compromise, criteria, iconic, induct, inspire, longevity, origin, universal</b>	<b>Word Construction Review</b> (Greek Combining Roots)	
	<b>Administer Unit 3 Assessment</b>		<b>Prefixes</b>		<b>Suffixes</b>
UNIT 4	Achieving Automaticity: Lexicon Lab 1	<i>Microbe World (I)</i> <b>antibiotic, microbiologist, microbiome, microscope</b>	<i>at-</i> <i>con-</i> <i>dis-</i> <i>ex-</i> <i>in-</i>	<i>tain</i> <i>tract</i> <i>vis</i>	<i>-al-</i> <i>-ible-</i> <i>-ive-</i> <i>ment</i>

# 95 Phonics Core Program® Grade 5

LESSON	TARGET PHONICS SKILL(S)	TEXT TITLE & WEEKLY WORDS	MORPHOLOGY		
			Prefixes	Latin Root	Suffixes
UNIT 4	Achieving Automaticity: Lexicon Lab 2	Social Networks and Generation Next (I) <b>confrontation, initiate, proximity, reputation</b>	com- de- re- un-	flect/flex, pel/ puls	-al -ible -ion -ive
	Achieving Automaticity: Lexicon Lab 3	<i>Desert Survival (I)</i> <b>estivate, nocturnal, permeate, vacate</b>		<b>Word Construction Review (Latin Roots)</b>	
	Achieving Automaticity: Lexicon Lab 4	<i>Sonoran Desert Seasons (Poem)</i> <b>dormant, frigid, migrate, torpor</b>		<b>Prefixes</b>	<b>Suffixes</b>
	Achieving Automaticity: Lexicon Lab 5	<i>Toxic Defense (I)</i> <b>adaptation, antidote, ingest, toxin</b>		bio, geo, techn, eco, graph, (o) logy, nomy	-al -er -ic -ist -y
		<b>Administer Unit 4 Assessment</b>			<b>Word Construction Review (Latin Roots)</b>
UNIT 5	Achieving Automaticity: Lexicon Lab 6	<i>Six Flags Over Texas (I)</i> <b>interference, resist, secede, sovereignty</b>		<b>Review: Concept Sort</b>	
	Achieving Automaticity: Lexicon Lab 7	<i>The Wonderful World of Chocolate (I)</i> <b>commodity, engineers, ethical, unfortunate</b>		<b>Review: Concept Sort</b>	
	Achieving Automaticity: Lexicon Lab 8	<i>Tepui: Islands in the Sky (I)</i> <b>compress, endemic, erosion, topography</b>		<b>Review: Concept Sort</b>	
	Achieving Automaticity: Lexicon Lab 9	<i>Souvenirs (Poem)</i> <b>apprehend, resemblance, transformation, traversing</b>		<b>Review: Concept Sort</b>	
	Achieving Automaticity: Lexicon Lab 10	<i>Souvenirs (Poem)</i> <b>apprehend, resemblance, transformation, traversing</b>		<b>Review: Concept Sort</b>	
		<b>Administer Unit 5 Assessment</b>			<b>Review: Concept Sort</b>

# Daily lesson structure

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Warm-up</b> Previously taught skills/patterns are taught through word play.</p>	<p><b>Word chain</b></p>	<p><b>Guess the pattern</b></p>	<p><b>Word chain</b></p>	<p><b>Guess the pattern</b></p>	<p><b>Follow the pattern</b></p>
<p><b>Multisyllable word work</b> Explicit instruction is provided on:</p> <ul style="list-style-type: none"> <li>The six syllable types</li> <li>Simple and complex syllable division rules</li> <li>Decoding and encoding MS words</li> </ul>	<p><b>Reading multisyllable real words</b> Students decode words.</p>	<p><b>Reading multisyllable real words</b> Students decode words.</p>	<p><b>Syllable mapping</b> Students encode words.</p>	<p><b>Syllable mapping</b> Students encode words.</p>	<p><b>Sentence dictation</b> Students apply both new and previously learned skills.</p>
<p><b>Reading</b> (900L-1200L) The text for the week is the foundation for word study. Students learn and apply word attack strategies (syllabication and analysis of morphological structures) in authentic text.</p>	<p><b>Building background</b> Students use a short teacher read aloud, videos, connected text, and other media to gain background knowledge on the topic of the lesson's reading passage.</p>	<p><b>Reading and annotating during first exposure to text</b> Students identify unknown words and important ideas, pose questions, and make connections through structure annotation strategies.</p>	<p><b>Focusing on Weekly Words during second exposure to text</b> Students define weekly words in text based on morphological structure.</p>	<p><b>Reading for accuracy during third exposure to text</b> Students apply knowledge of syllabication and morphological structures to accurately read text.</p>	<p><b>Reading to build fluency and synthesize thinking</b> Students integrate background knowledge, new ideas, connections, inferences, and summaries to reflect on how personal thinking evolves through reading.</p>

# Daily lesson structure

<p><b>Morphology</b> Word knowledge and meaning are built through analysis of the morphological structure of words.</p>	<p><b>Decode</b> Students decode the Weekly Words with regular spellings by identifying morphemes and using syllable type knowledge. Students learn the Weekly Words with irregular spellings through explicit instruction.</p>	<p><b>Define</b> Students identify the affixes and roots in the weekly words and defining words based on the meanings of the morphemes.</p>	<p><b>Define</b> Students identify the affixes and roots in the Weekly Words and define words based on the meanings of the morphemes.</p>	<p><b>Word construction with morpheme cards</b> Students build and define words using previously taught morphemes. This application is completed using wipe-off color-coded morpheme cards and a morphology mat.</p>	<p><b>Morpheme manipulation</b> First, students decode, encode, and define multisyllable words while manipulating morphemes through word chaining. Later, they apply their knowledge by using sentence context to derive the meaning of unknown words.</p>
<p><b>Response to reading</b> Text comprehension is demonstrated through oral and written responses.</p>	<p><b>Essential question(s)</b> Students respond to questions that help set the purpose for the weekly reading.</p>	<p><b>Identify</b> Students respond to standards-based prompts about the following:</p> <ul style="list-style-type: none"> <li>▪ Main idea/key details</li> <li>▪ Support for an inference</li> <li>▪ Evidence for author's point</li> <li>▪ Structure of text</li> <li>▪ Connections</li> </ul>	<p><b>Written or Oral</b> Students respond to a prompt related to word meaning in text.</p>	<p><b>Written or Oral</b> Students respond to a standards-based comprehension question.</p>	<p><b>Written</b> Students synthesizing thinking based on weekly reading through a written response.</p>

## FOR ADDITIONAL PURCHASE

<p><b>95 Readables™</b></p>	<p><b>Reinforce your daily lesson with 95 Readables.</b> 95 Readables align precisely with the scope and sequence of 95 Phonics Core Program®, with an explicit instructional routine designed for skill reinforcement.</p>
<p><b>Aligned Practice</b></p>	<p><b>Reinforce your daily lesson with engaging, teacher-directed practice.</b> Phonics, word study, comprehension, and more are reinforced through fun, immersive Sortegories™ activities featuring nonfiction decodable text.</p>

# Explore the features of 95 Phonics Core Program, Grade 5

## Warm Up



3 min

### WORD CHAIN

Today we will warm up with a word chain. Get your personal whiteboard and dry erase marker ready. In this word chain, you will listen to each word and change 1 syllable or morpheme in the word to make a new word. Ready? Let's begin.

**Note:** Remind students to write each new word under the previously spelled word, so that all 4 words are listed vertically by the end of the task.

The first word is *translate*.

- Word? **translate** Write it.
- How do we spell it? **t-r-a-n-s-l-a-t-e**

Add the suffix spelled *-ing* to the end.

- What do we have to do before adding *-ing*? **Drop the e.**
- What's the new word? **translating**
- Write the word *translating* under *translate*.
- How do we spell the new word? **t-r-a-n-s-l-a-t-i-n-g**

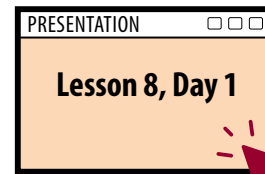
Next, change *trans* to *iso* (/isō/).

- What's the new word? **isolating**
- Write the word *isolating* under *translating*.
- How do we spell the new word? **i-s-o-l-a-t-i-n-g**

Finally, change *-ing* to the suffix *-ion*.

- What's the new word? **isolation**
- Write the word *isolation* under *isolating*.
- How do we spell the new word? **i-s-o-l-a-t-i-o-n**

Let's read all 4 words. Ready? Begin. **translate, translating, isolating, isolation**



translate
translating
isolating
isolation

Aligned with the research, cumulative and sequential instruction continues in grade 5 with additional **phonemic awareness** practice as students work through **new word chains**.

**Word Work**



10 min

**SHORT WORDS**

(Display the 6 Syllable Types poster.)

This year, you will become a master at identifying words with all 6 of the syllable types. The 6 Syllable Type poster will be a visual for you to refer to during the school year.

This week we will learn to read and spell words with the closed syllable pattern. Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

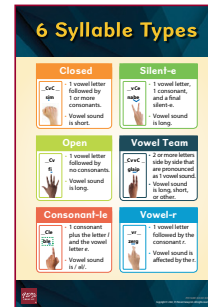
The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist. Practice the gesture with me. **closed**

(Display krad.)

I'm going to look for the closed syllable pattern. To help us focus on the pattern, this activity will use nonsense syllables that are not real words. Watch the steps I use:

- I find the vowel letter or letters by pointing to them. (Point to the vowel letter.) There is **1 vowel letter followed by 1 or more consonants**. (Scoop your finger under the final consonant.)
- This syllable follows the closed syllable pattern, and the gesture looks like this. (Gesture and say "closed.")
- The vowel sound is /ă/.
- The syllable is krad.
- I sort this syllable under the closed syllable column.



krad

krad



krad



Grade 5 begins with a review of **syllable types** using single syllable nonsense words.

**Multisyllable Word Work**



**READING MULTISYLLABLE WORDS**

This week you will read and spell closed multisyllable words that have a simple syllable division. A simple syllable division is when 2 consonants appear between the vowel sounds. When this happens, most often we divide between the 2 consonants. (Refer to the Simple Rule on the Syllable Division Rules poster.)

Before we begin, let's review the closed syllable pattern.

The closed syllable pattern has (say it with me): **1 vowel letter followed by 1 or more consonants, and the vowel sound is short.**

The gesture for the closed syllable is a closed fist. Practice the gesture with me. **closed**

Now let's read a closed multisyllable nonsense word that has a simple syllable division.

(Display smatnidluf.)

**Step 1: Underline the vowels.**

- Which letters should I underline to represent the vowel sounds? **a, i, and u**
- How many vowel sounds? **3** How many syllables? **3**

**Step 2: Draw a line between the syllables.**

- How many consonants are between the first 2 vowel sounds? **2**
  - When there are 2 consonants between the vowel sounds, most often we divide between the 2 consonants. (Refer to the Simple Rule on the Syllable Division Rules poster.)
  - I divide between the **t** and **n**.
- How many consonants are between the second 2 vowel sounds? **2**
  - Because there are 2 consonants between the vowel sounds, where do I draw a syllable division line? **between the d and l**



smatnidluf

smatnidluf

smat|nidluf

smat|nid|luf

Once the syllable types are introduced and practiced, the focus shifts to reading and writing multisyllable words.

**Multisyllabic decoding instruction**

is critical to students' success in reading, especially in the intermediate grades.

Research shows that explicit instruction in multisyllabic decoding improves reading outcomes for students. This instructional routine, once learned, can be generalized across content areas.

Research (Cardenas, 2009) supports the use of pseudowords in decoding instruction, concluding that the use of pseudowords is proven to be more effective than instruction using only real words.

## Reading



5 min

### BUILDING BACKGROUND

This week, you will read and learn facts about how the sun provides energy to **power** the growth of plants. In this article, the word *power* means “to supply” or “to **produce**.” The energy from the sun will *power* the plants to grow and *produce* glucose, which plants use for food.



Power related to growing.

- Here is an image illustrating power relating to plant growth.



Power related to electricity.

- Another meaning of *power* relates to electricity. Listen to this sentence: *Because of the big storm, we use a generator to power the lights in our house.*



Power related to strength.

- One more meaning of *power* conveys strength or force. Listen to this sentence: *The bowling ball rolled with such power, that it knocked down 7 pins at once.*

Now turn to page 71 in your Student Workbook. Think of other examples in your life that represent power and write your ideas in your workbook. Be ready to share with a partner.

Allow students to partner share their ideas or ask volunteers to share with the class.

As in grade 4, grade 5 includes **reading** and **response to reading** in all five days of the lesson.

The first day of the lesson provides **background knowledge** for the passage topic and an **essential question** for the lesson—an approach that both engages students and provides a focus for the weekly lesson.

## Response to Reading



2 min

### ESSENTIAL QUESTION

Today you gained background knowledge on the topic of the week: *sunlight and the benefits of its energy*. Over the next 4 days, you will read an article about how the sun provides power to all lifeforms on Earth. By the end of the week, you will be able to answer this Essential Question:

- *What 3 benefits does the sun's energy provide?* (RI.5.8)

Building on the routine introduced in grade 4, students in grade 5 are instructed on a process for **annotating text** that is repeated throughout the lessons.

**READ & ANNOTATE**

Today you will read an article about the sun and the benefits of its light.






(Display Annotation Key.)

The purpose for your reading today is to annotate while you read.

Let's review.

- STAR: This is an important idea.
- QUESTION MARK: I have a question about this.
- LETTER C: I have a connection to this.
- UNDERLINE: This word is unknown to me.
  - I can't decode this word.
  - I don't know the meaning.

**Annotation Key**

-  This is an important idea.
-  I have a question about this.
-  I made a connection.
-  I can't decode this word.
-  I don't know the meaning of this word.



Today we will focus on **determining importance**. Determining what is important while reading is a critical skill, especially in reading informational text. Today you will look for important information by identifying the main ideas.

“Running on Sunlight: How Energy Powers Life” is a nonfiction article describing the benefits of the sun and the energy that it provides. While you read, you will look for the main idea of each paragraph to help you determine importance. I will model how to use the determining importance strategy. When I identify a paragraph's main idea, I will draw a star next to it in the margin. I will also use the gesture for determining importance, which is a pointer finger in the air at shoulder level. Show me the gesture for determining importance. (Model the gesture as pictured in the right margin.)

**Determining Importance**



This explicitly teaches students a process that leads to comprehension—questioning the text, making connections, and determining importance. This is a favorite of teachers because the processes become visible for students and foster stronger comprehension.

## Morphology



7 min

### DEFINE

We have defined all but 3 of the Weekly Words. Before we begin to define the last 3 words, let's review:

1. Which word means "state of being surrounded?" **environment**  
Turn to a partner and use the word environment in a sentence.
2. Which of the Weekly Words best completes this sentence: *I knew it was a \_\_\_\_\_ because I could tell he was wearing a fake mustache, a wig, and funny glasses.* **disguise**
3. In the word mimic, what does the suffix **-ic** mean? **having the characteristic of**
4. If you are trying to stay hidden and "not be seen", what are you trying to be? **inconspicuous** Turn to a partner and use the word inconspicuous in a sentence.



Turn to page 87 in your Student Workbook. Today we will identify the morphemes in the last 3 Weekly Words. Then we will use the meanings of the morphemes to write a definition for each word.

**Note:** For this activity, the words are divided by morphemes, not syllables.

### Morphology

in grade 5 continues to be an integral part of every lesson. The words from the passage are first decoded by syllables and then by morphemes.

The word parts are explicitly taught so students expand their vocabulary and broaden comprehension of text.

Weekly words are explicitly taught by discussing the morphemes, which helps to enhance students' vocabulary for increased text comprehension.

**Morphology**



**WORD CONSTRUCTION WITH MORPHEME CARDS**

**Note:** Word Construction is most efficient and engaging when students are working in collaborative groups of 2-to-3 students. Manage materials by having each group share 1 set of morpheme cards and 1 morphology mat. Students will use the white sides of the cards today, but they can still share the responsibility for writing the Greek Combining Forms on the cards. Then have students begin building words with the cards. This is when the academic conversation gets exciting! As students construct new words, have them discuss how to decode and define the words.

In Lessons 1-7, you practiced constructing words using the Latin layer of language. When using Latin roots to build words, you combine them with prefixes and suffixes.

Today you will learn how to combine Greek morphemes to construct words. Greek morphemes are known as **Greek Combining Forms**. Say that with me. **Greek Combining Forms**

Greek Combining Forms can appear at the beginning, middle, or end of a word. Unlike base words that can stand alone, Greek Combining Forms can't stand alone—this is why they are called “Combining Forms.” Greek morphemes *must* be combined with other Greek morphemes to form a word.

(Display *biology* and *airplane*.)

Here is an example of how Greek Combining Forms do *not* stand alone.

- The Greek morphemes *bio* and *logy* (/ləjē/) must be combined to form a word. Each morpheme is *not* a word on its own.
- The Anglo-Saxon base words *air* and *plane* can be combined to form the compound word *airplane*, or they can stand alone as separate words.

biology  
airplane

While grades 3 and 4 focused on Latin roots, grade 5 includes **Greek combining forms**.


Teachers have observed rich discussion among students while constructing words in small groups. Students become word detectives as they engage in conversations related to word meaning and application in writing.

A morphology key is used to aid in word part meaning if needed.

Teachers appreciate that students begin generalizing that knowledge across content areas. A strong transfer to student writing is also reported.

**Multisyllable Word Work**



 On page 89 of your Student Workbook, there are some lines to write sentences. I'll tell you a sentence. You'll repeat it. Then you'll write it, and we'll check it together.

First sentence: *The success of the winning team was impressive.*

Repeat it with me. **The success of the winning team was impressive.**  
Now write it.

(Display *sentence*.)

Now let's check it. Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

**Note:** Although there is a designated space in the Student Workbook for Sentence Dictation, you may choose to have students write the sentences on a half sheet of paper and collect the sentences as a method for monitoring progress.

Introduced in grade 4, **sentence dictation** in grade 5 applies current learning with previously taught skills to ensure student learning is sequential and cumulative.

Students listen to a sentence, write the sentence, and self-correct their work.

Aligned with the evidence, this lesson provides students with the opportunity to practice with teacher support and error correction.

**Reading**



**Text structure** is the way a text is organized. Often a text's structure relates to the author's purpose for writing and helps focus readers' attention in a particular way. (RI.5.5)

Here are 5 common text structures you will encounter in your reading.

- **Description:** A description uses language that appeals to the 5 senses to help readers imagine a topic, such as the "Seven Wonders of the World."
- **Comparison:** In a comparison, the author compares, or tells the similarities between, 2 or more topics (such as "electric vehicles" and "gas propelled vehicles").
- **Cause and Effect:** In this text structure, the cause is an event, such as a volcano erupting, and the effect is what happened as a result of the event.
- **Sequence:** When authors organize a text by sequence, they use time words and phrases (such as, *first, next, during, an hour later, on Monday, and in 2001*) to help readers understand the chronological order (time order) of events or steps in a process.
- **Problem and Solution:** In this text structure, the author presents a problem, such as pollution, and explains 1 or more ways to solve it.

Not all texts have just 1 structure; some have more than 1. For example, a text on the topic of "analog clocks versus digital clock" might use *description* to tell about what each kind of clock looks like and *comparison* to tell about similarities in how the clocks work. However, the text will probably feature 1 of these text structures more than the other.

Teachers guide students through reading passages to check for comprehension through differentiated tasks and response activities.

Examples of reading and reading response opportunities include:

**EXAMPLE 1**

Discovering the difference in text structure to focus attention in a particular way

**Response to Reading**



This week you have read the article "The Evolution of Camouflage." Also, you have thought about its text structure. In your Response to Reading, you will identify the article's main text structure and write 1 or 2 sentences that explain your thinking. Be sure to include evidence from the article to support your response. (RI.5.5, RI.5.8)



Turn to page 91 in your Student Workbook. Here are the steps:

1. Mark the box next to the article's main text structure. Remember, the article may have more than 1 text structure, but you will select the one that is used the most.
2. Use the sentence stem to write 1 or 2 sentences explaining why you identified this text structure. Provide text evidence for your choice.
3. Finally, write a response to the Essential Question.

**EXAMPLE 2**

Identifying the text structure of the passage and explaining their choice

**Response to Reading**



2 min



Turn to page 102 in your Student Workbook. On Day 3, you highlighted words and phrases in "Connecticut, First and Foremost" that could be used to persuade someone to visit Connecticut. Now you will use those words and phrases as inspiration for a bumper sticker slogan that you will write. As you write your slogan, remember to capture something about Connecticut's history and innovations that makes living in this state special. (W.5.8, W.5.10)

(Display sample bumper stickers.)

**Answer Key** (answers vary)

Possible bumper sticker slogans:

Inventors of the Lollipop	Who's ready to fly? Building Helicopters Since 1939
Let's read! Home of the First Municipal Library	I'm game! Birthplace of the Frisbee®
History buffs welcome! Even George Washington loves Connecticut.	We're Nuts for Nutmeg in Connecticut!



**EXAMPLE 3**

Creating slogans based on passage that will convince others to explore the topic

**Reading**



8 min

**WEEKLY WORDS IN CONTEXT**

Today we are going to reread the article "Early American Spycraft."



Turn to page 108 in your Student Workbook. Put your finger on line 46 of the article.

(Display "Early American Spycraft.")

Listen as I read the section under the heading "Chemicals and Masks." As I read, I'm going to pause at 1 of the Weekly Words. I'll model how to define its morphemes. Then I'll model how to define the whole word, based on its morpheme meanings and context clues from the article. Follow along with me as I read, beginning at line 46.

**Chemicals and Masks**

*Equally effective and less obvious was the use of invisible ink to write messages. Invisible ink was usually made from a mix of ferrous sulfate and water or from tannic acid. Spies used it to inscribe messages between lines of regular writing in an otherwise harmless note. To the naked eye the secret message would be invisible. It was only when the paper was warmed over a candle or treated with another chemical that the hidden message could be seen.*

**EXAMPLE 4**

Close reading to identify weekly words and generate synonyms or phrases for the identified words

**Response to Reading**



2 min

Using the knowledge you gained in your reading and word study, you will compare and contrast the words *transmit* and *transcribe*. As you have learned in your word study, these words have 1 common morpheme: *trans-*. However, the words have *different* meanings because of their *different* roots. (RF.5.3a, L.5.4b)

(Display paragraph 3.)

Paragraph 3 uses both words—*transmit* and *transcribe*. The author writes, “Patriot spies had a few different ways to safely transmit information to Continental Army officers. One of the most well-known was a numerical code developed by Major Benjamin Tallmadge in 1778. New York’s Culper Spy Ring used Tallmadge’s code book to transcribe messages about British troop activities in the New York City area.”



Turn to page 115 in your Student Workbook. Now let’s compare these Weekly Words.

transmit	
trans	
across, beyond	
to _____ across	

transcribe	
trans	
across, beyond	
to _____ across	

**EXAMPLE 5**

Comparing and contrasting words from the text that have similar morphological structures

In the tables in your workbook, the morphemes and meanings that are the same in both words have already been provided for you. Today you will fill in the table with the morphemes and meanings that are *different* between the 2 words. Finally, you will complete the definition for each Weekly Word by writing the missing word on the line. Use your Morphology Key to help you.

Teachers report students enjoy the passages and variation of activities as they read a broad range of topics in science, social studies, and narrative story.

# 95 Readables scope and sequence

22 decodable texts across 5 books.

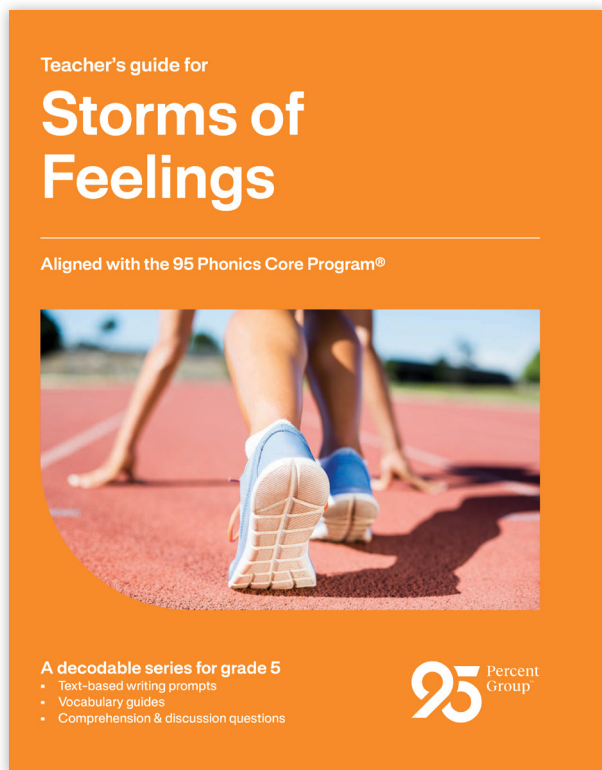
<b>Book 1: Single Syllable</b>	<b>95 Phonics Core Program®</b>
<b>Ch. 1:</b> closed and constant blends and digraphs <b>Ch. 2:</b> silent-e and open <b>Ch. 3:</b> vowel teams <b>Ch. 4:</b> consonant-e and vowel-r	Lesson 1 Lessons 2-3 Lesson 4 Lessons 5-6
<b>Book 2: Closed, Silent-e, and Open Multisyllable</b>	
<b>Ch. 1:</b> closed simple <b>Ch. 2:</b> closed complex <b>Ch. 3:</b> silent-e simple <b>Ch. 4:</b> silent-e complex <b>Ch. 5:</b> open	Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12-13
<b>Book 3: Vowel Teams Consonant-le, and Vowel-r Multisyllable</b>	
<b>Ch. 1:</b> vowel teams simple <b>Ch. 2:</b> vowel teams complex <b>Ch. 3:</b> review: closed, silent-e, open, and vowel teams <b>Ch. 4:</b> consonant-le <b>Ch. 5:</b> vowel-r	Lesson 15 Lesson 16 Lessons 8-17 Lesson 18 Lesson 19
<b>Book 4: Multisyllable Review</b>	
<b>Ch. 1:</b> review: closed, silent-e, open, vowel teams, and consonant-le <b>Ch. 2:</b> review: closed, silent-e, open, and vowel teams <b>Ch. 3:</b> review: closed, silent-e, open, and vowel teams <b>Ch. 4:</b> review: closed, silent-e, open, and vowel teams	Lessons 8-20 Lessons 8-20 Lessons 8-20 Lessons 8-20
<b>Book 5: Morphology Review</b>	
<b>Ch. 1:</b> review: morphology <b>Ch. 2:</b> review: morphology <b>Ch. 3:</b> Greek combining forms <b>Ch. 4:</b> cumulative review	Lessons 1-30 Lessons 1-30 Lessons 8-30 Lessons 1-30

## 95 Readables

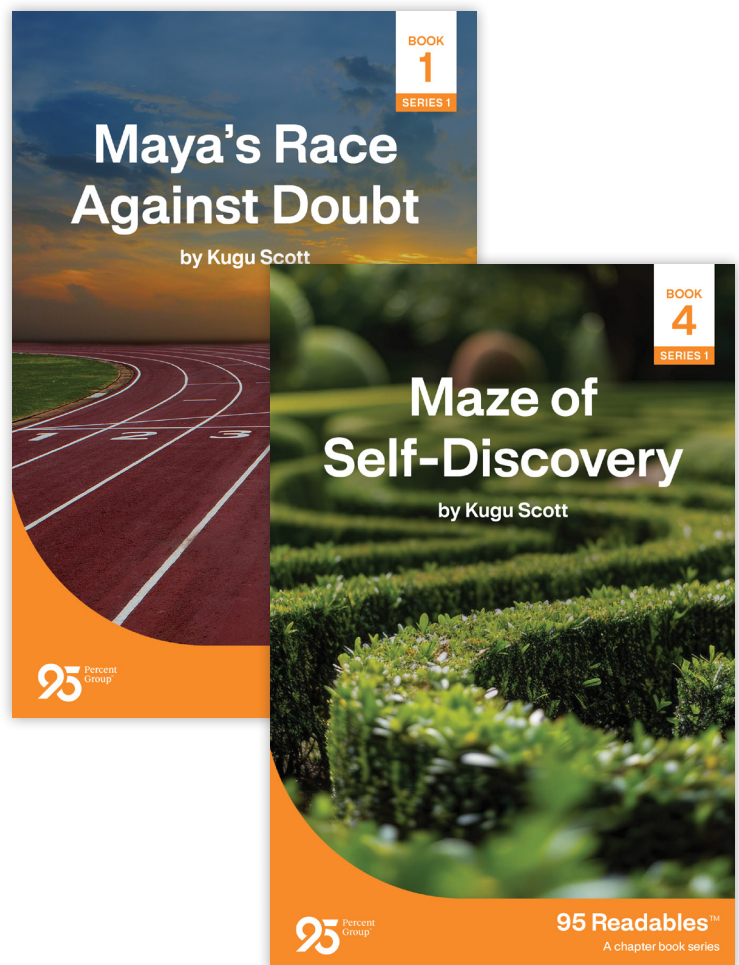
95 Readables align to instruction when used alongside 95 Phonics Core Program, ensuring each book is tightly mapped to newly acquired skills for immediate practice and reinforcement.

Developed to align with best practices in the science of reading and the scope and sequence of 95 Phonics Core Program, 95 Readables offer an inclusive, accessible, and engaging experience with longer-form texts.

Cultivate a love of reading in your students and take the guesswork out of searching for aligned texts when you teach with 95 Phonics Core Program.



Teacher's guide

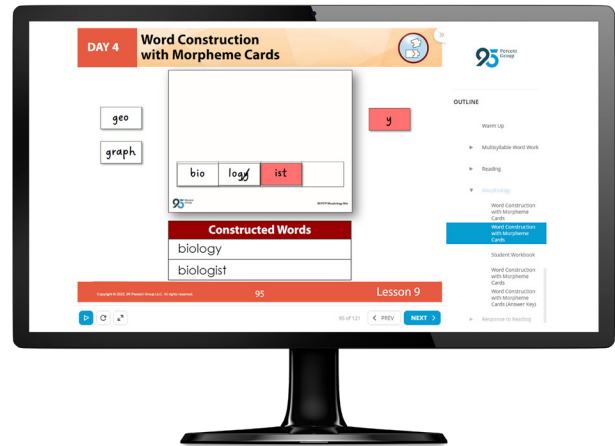


Chapter books

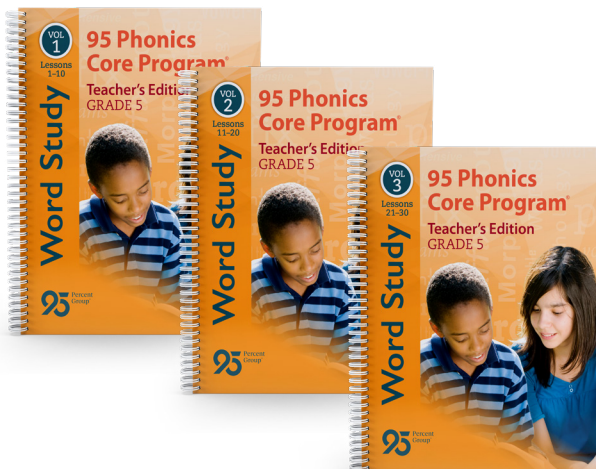
## Digital presentation files

**Digital presentation files** provide teachers with structured lesson formats to aid in the delivery of systematic and explicit phonics instruction.

Animated images guide five days of instruction in a week's lesson and are identified in the teacher's edition alongside each lesson.

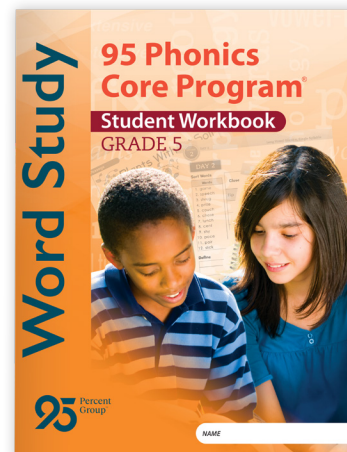


## 95 Phonics Core Program<sup>®</sup> for Grade 5 includes:



### Teacher's editions

Three full-color, spiral-bound teacher's editions with easy-to-follow lesson plans with scripts and rigorous but engaging routines grounded in the science of reading.



### Student workbook

One workbook for the year that includes everything students need to participate in the lessons.

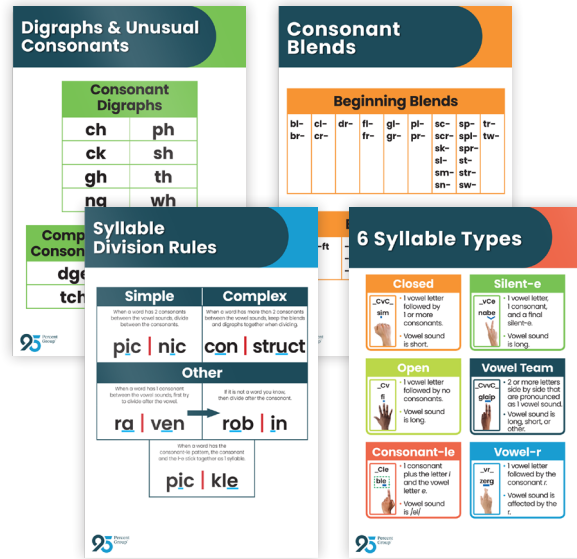
### Morphology key

Found in the back of each student workbook.



**Student manipulatives kit**

One morphology mat that doubles as a personal student whiteboard, 21 write-on/wipe-off cards, and 1 whiteboard marker.

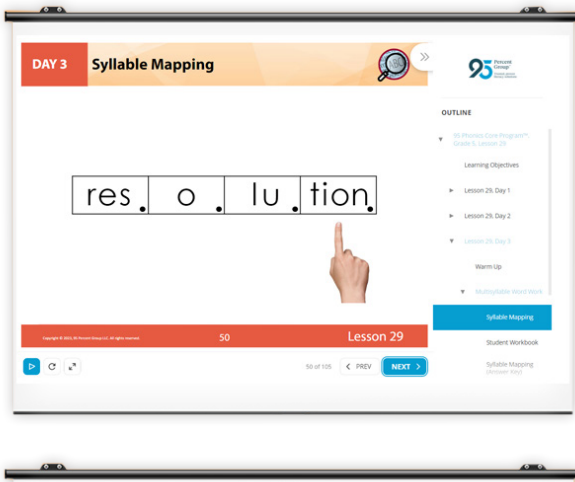


**Poster set**

A set of four that covers the consonant blends, digraphs and unusual consonants, syllable types, and syllable division rules.

**Digital support:**

- ▶ **Presentation files:** 30 HTML animated guides to support explicit instruction for each of the five days in that week’s lesson
- ▶ **Assessments:** Summative, whole-class assessments to determine if students mastered the unit content
- ▶ **Family letters:** Weekly instructions in Spanish and English to send home so parents can support students in completing the work in the Student Workbook during remote instruction



“

We felt that 95 Percent Group’s scripted materials and explicit instructional practices not only met the needs of our students based on the screening, but that it was what our students needed to get them back on track and up to grade level. Because they also aligned perfectly to what we needed for our school improvement plan, we were able to purchase the products using Title 1 funds.”

**HOLLY DAVIS-KITSON**

—

Principal, Parsons Elementary School  
Decatur Public School District, Illinois



# Science of reading + CORE workshops

95 Phonics Core Program can help educators improve instructional practices and learn about current reading science by training virtually with our product experts.

Supported by literacy experts and designed to build teacher knowledge, 95 Phonics Core Program offers robust implementation training and coaching.



DAY 1

## Kindergarten

Explores the science behind developing the reading brain.

DAY 2

## Grades 1 & 2

Provides the latest research on the neural connections required for skilled reading and how the orthographic mapping process contributes to fluent reading.

DAY 3

## Grade 3

Previews the phonics skills that build automaticity and takes a closer look at the research that supports incorporating decoding and encoding application tasks in daily phonics lessons.

DAY 4

## Grades 4 & 5

Reviews current research on morphological awareness and its strength as a predictor for reading comprehension.

# Our expert coaches offer the intentional and continual support educators need to effectively deliver lessons and ensure program investments lead to lasting results.

Whether you're an administrator, teacher, interventionist, specialist, or special education instructor, our expert coaching helps you build sustainable, effective practices.

## YEAR ONE

### Implementation with full support

Set goals for student growth with coaching rooted in lesson delivery and fidelity.

## YEAR TWO

### Celebrate and evaluate

Reflect on lesson fidelity, focusing on what worked, what needs additional support, and where improvements might be made.

## YEAR THREE

### Reflect, refine, and repeat

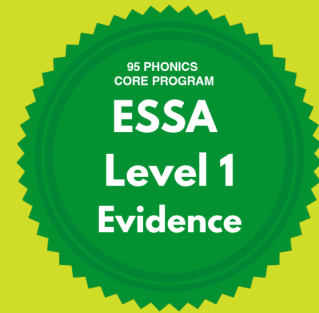
Our coaches help you through full implementation, adoption, and ongoing reflection, preparing your teachers to work independently and to utilize every available resource in lesson delivery.



# Evidence matters

The efficacy of 95 Phonics Core Program® stands on rigorous studies, completed over multiple years, in many different types of schools and with a variety of student populations.

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



## 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 starting point—even for those below benchmark



Listed as "Strong" on Evidence for ESSA



Certified by Digital Promise



Recommended by state boards of education

---

For nearly two decades, our literacy solutions and instructional practices have empowered educators to accelerate reading improvement and unleash the joy of literacy.

---

“

One of the most effective tools that we're using in Fulton County Schools is 95 Phonics Core Program. That has been a game changer for our students and for our teachers. Honestly, if I tried to remove that program from our teacher's hands these days, they would fight me. And when I go into classrooms, I see students learning at levels that they haven't learned in previous years. It's truly been transformational.”

**MIKE LOONEY, PHD**

Superintendent, Fulton County Schools



## Every Child Reads: Fulton County Schools

Fulton County had many schools that were not producing strong readers. Something needed to change. And it did. School leaders and educators worked together to unlock the power of literacy for every child.

[Watch movie here](#) ▼

[Watch success story](#) ▼



“

Without a doubt, the greatest impact on student learning has been the 95 Phonics Core Program and the teacher content knowledge gained from the professional learning that supported the implementation and beyond.”

**GINA LOONEY**

District reading and RTI coordinator, Franklin Special School District

“

The second-grade teachers have been able to move faster at the beginning of this year; they feel like their students have grasped the concepts more quickly because of all the time they spent in first grade with 95 Percent Group’s 95 Phonics Core Program.”

**HEATHER OVERTON**

Instructional Specialist, Marshall Elementary



“

There is no doubt in my mind that the greatest success is the fact that we have the Phonics Core Program and that it was adopted.”

**MEGAN MCCARTHY**

Title I/LAP Specialist, Edmonds School District, Washington



“

I am seeing double-digit gains in K-5—double digit.”

**NIKKI PORTER**

Principal, Stonewall Tell Elementary



“

95 Phonics Core Program has really given us an improved foundation for phonics. It’s addressing a gap that we had in our English phonics skills instruction.”

**ALEJANDRA RAMIREZ**

Elementary Reading Coordinator  
Pre K-5, Southside ISD

“

Since we’ve adopted the 95 Phonics Core Program, we are all on the same page with these foundational skills. There is so much power behind that.”

**ONORINA HUFFMAN**

Title I/LAP Specialist, Edmonds School District, Edmonds School District, WA

“

95 Percent Group’s products gave our students a big boost in confidence. They want to read more.”

**MICAH L. GEARHART**

Principal, Camanche  
Elementary School (IA)



INTRODUCING

---



# One95<sup>TM</sup> Literacy Ecosystem

**One95<sup>TM</sup> Literacy Ecosystem** equips educators with a comprehensive toolkit to unlock the power of literacy for every child.

# Advantages of an ecosystem approach

We provide alignment and consistency across our ecosystem of core and intervention offerings that lead to accelerated literacy improvement for every child—with the evidence to prove it.

---

## ACADEMIC LANGUAGE

Consistency of academic language across all tiers.

---

## FOCUSED INSTRUCTION

Scope and sequence of skills is the same; intensity of instruction differs.

---

## ROUTINES

Consistency of routine allows for students to focus cognitive energy from process to learning.

---

## EFFICIENCY OF TEACHING

Consistency of routine allows teachers to focus on student response.

---

## QUALITY

Provides a suite of proven products from a trusted source.

---



## Success story: Dalton Elementary School

Learn more about how Dalton Elementary School is realizing the advantages of adopting the One95 Literacy ecosystem:

[Read success story](#) ▼





**PROFESSIONAL LEARNING**



Trusted, proven in-person and asynchronous professional learning courses and coaching rooted in the science of reading to secure implementation success.

## One95 Literacy Ecosystem tiers:

TIER 1	TIER 2	TIER 3
<p data-bbox="167 415 456 527"><b>95 Phonics Core Program</b></p> <p data-bbox="167 625 467 926">Explicit, systematic, and cumulative K-5 phonics instruction for the whole class and small groups strategically designed to reduce or prevent intervention needs.</p>	<p data-bbox="644 415 902 590"><b>95 Literacy Intervention System</b></p> <p data-bbox="644 625 971 968">Comprehensive program combines digital assessment, student grouping, and data aggregation with teacher resources to bring efficiency to intervention instruction.</p>	<p data-bbox="1122 415 1279 457"><b>95 RAP</b></p> <p data-bbox="1122 625 1438 926">Technology-based, teacher-directed intervention solution for students who persistently struggle to learn to read, including those with dyslexia.</p>

“

We were beginning to see a common instructional language across tiers of instruction for teachers and students. We were growing together and putting the systems in place that support student learning and achievement.”

JESSICA ABEL-PYPE

School Principal, Dalton Elementary School, Aurora, CO

We offer more than  
instructional tools—  
we partner with  
schools and districts to  
*'make it happen.'*

Our commitment to supporting the goal of  
literacy for all students includes professional  
learning, implementation support, and coaching.



---

Build expertise on the science of reading and lead the future of literacy with trusted, proven teaching methods and resources.

---

### FOUNDATIONAL COURSES

Build a firm foundation for impactful literacy instruction.

*View courses* ▶



---

### LITERACY WEBINARS

Help drive and sustain change in your school or district.  
Mark your calendars or dive into our on-demand sessions below.

*View courses* ▶



---

### PRODUCT WORKSHOPS

Work with leading experts on the science of reading to expand your understanding of how our products connect research to practice, and how to effectively use each product.

*View courses* ▶



---

### COACHING

Partner with our expert coaches to gain the intentional, continual support your educators need to effectively deliver lessons and ensure your program investments deliver lasting results.

*View courses* ▶





One of the really cool things is that students are able to know and understand the language in both the classroom setting and in their intervention—because it’s the same.

95 Percent Group has made it easier for teachers, because we are all also speaking the same language.

We have the tools now.”

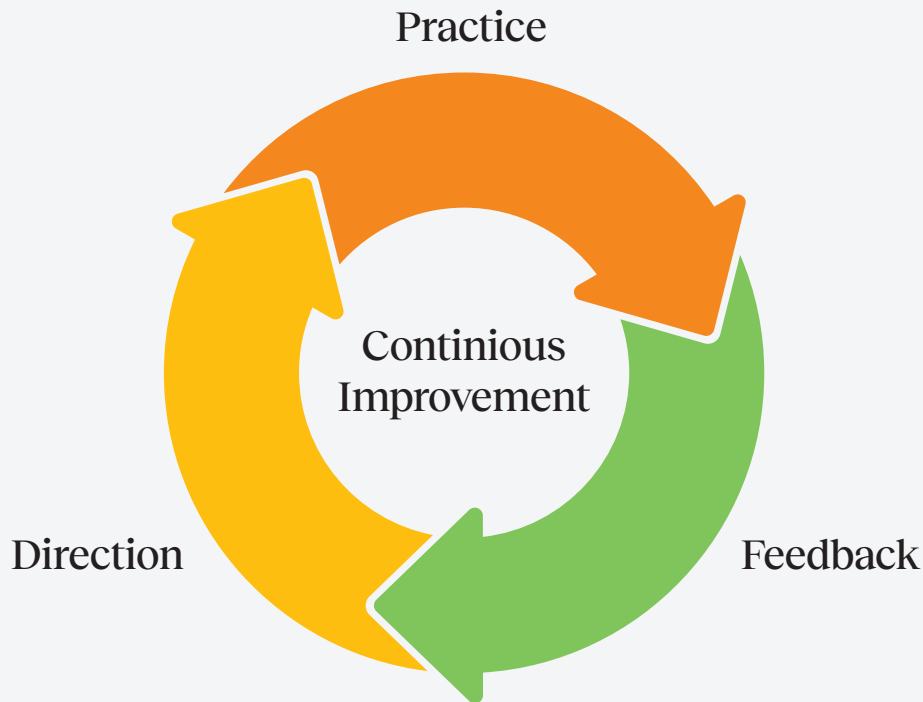
**TIARA ATKINSON**

---

Early Intervention Specialist  
Fulton County Schools, GA

# The professional coaching cycle: Maximizing outcomes

Successful implementation is the key to achieving lasting gains, realizing the value of your investments, and unlocking literacy for every child.



## PROTECT YOUR INVESTMENT

Coaching recipients demonstrate higher knowledge level, skill attainment, and transfer to practice, ensuring effective adoption of new resources.

## GET LASTING RESULTS

Through data-driven instructional planning, deep understanding of best practices, and the establishment of positive routines, teachers stay in a productive cycle that powers professional development and student achievement.

## SEE CONTINUOUS IMPROVEMENT

Ongoing coaching introduces teachers to instruction, assessment, adjustment, and feedback that creates a cycle of success and growth.

Most importantly, strategic coaching positively impacts student achievement. It's no longer enough to simply hand over a good program; the implementation accountability is what moves the needle toward literacy progress.

# From lesson to practice



## Prepare

---

Preview the instructional dialogue in the lesson alongside the presentation file before implementation.

## Launch

---

At the start of each lesson, launch the digital presentation file for the daily lesson. The presentations are easily accessed in the One95 Literacy Platform™.



## Facilitate

---

Throughout all sections of the 30-minute lesson, use the teacher's edition with the digital presentation files to effectively and efficiently facilitate the gradual release ('I Do' and 'We Do') portions of each lesson.



## Reinforce

Throughout the lesson, students will have many 'You Do' opportunities to apply their learning. The application tasks are multimodal and strategically designed to solidify learning to automaticity.

## Differentiate

95 Phonics Core Program provides everything needed to differentiate in a whole class setting and support students in a small group setting.



## Learn and grow

With easy-to-use, explicit lessons, you can hit the ground running with minimal prep to get your students on their journey to becoming strong readers!



**Trusted, proven  
literacy solutions**

sales@95percentgroup.com | 847.499.8200  
© 2023 95 Percent Group LLC. All rights reserved.

