



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

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

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