

# 95 Phonics Core Program® Grade 1

LESSON		SKILL FOCUS	HFW*	OTHER SKILLS
Intro	1	<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>
Short Vowel CVC	2	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>
	3	Short i	had, <b>some</b>	
	4	Short o	<b>as</b> , then	
	5	Short e	<b>could</b> , when	
	6	Short u	<b>were</b> , them	
	7	Review: Short Vowels (a, e, i, o, and u) <b>Administer Unit 1 Assessment</b>	<b>REVIEW</b>	
Consonant Blends	8	Initial/Final s-blends	ask, an	<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 HFWS ("heart" words)</li> <li>Comprehension: oral/written response</li> </ul>
	9	Initial/Final l- and t-blends	over, just	
	10	Initial r-blends	<b>from</b> , <b>any</b>	
	11	Initial 3-letter blends	how, know	
Consonant Digraphs	12	Consonant Digraphs ch and sh	<b>put</b> , take	<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 HFWS ("heart" words)</li> <li>Introduction to decoding simple, closed multisyllable words</li> </ul>
	13	Consonant Digraphs th, wh, and ck	<b>every</b> , old	
	14	Floss Rule, qu, and Final x	by, after	
	15	Review: Consonant Digraphs (ch, sh, th, and wh) <b>Administer Unit 2 Assessment</b>	<b>REVIEW</b>	

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Long Vowel Silent-e	16	Long Vowel Silent-e, Long a	<i>think</i> , let	
	17	Long Vowel Silent-e, Long i	<i>going</i> , walk	
	18	Long Vowel Silent-e, Long e	<i>again</i> , may	
	19	Long Vowel Silent-e, Long o	stop, fly	
	20	Long Vowel Silent-e, Long u	round, <i>give</i>	
	21	Long Vowel Silent-e (a, e, i, o, and u) <b>Administer Unit 3 Assessment</b>	<b>REVIEW</b>	<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>
Phonograms	22	Phonograms: ang, ing, ong, and ink, ank, onk	<i>once</i> , open	
	23	Phonograms: ild, ind, old, olt, and ost	has, <i>live</i>	
	24	Phonograms: all, oll, and alk	thank	
	25	Review: Phonograms (all) <b>Administer Unit 4 Assessment</b>	<b>REVIEW</b>	
Introduction to Grade 2 Skills	26	Predictable Vowel Teams: ee, igh, oa, and oe	<b>Grade 2 Preview</b>	
	27	Predictable Vowel Teams: ai/ay, oi/oy, and au/aw		
	28	Unpredictable Vowel Teams: 2 sounds for ea and ow		
	29	Vowel-r: ar, or, and er/ir/ur		
	30	Simple, Closed-Closed Multisyllable <b>Administer Unit 5 Assessment</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>	

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