

95 Phonics Core Program[®] Grade K

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

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