

95 Phonics Core Program Grade K

95PCP Grade K Lessons	95PCP Grade K Skills	Moonlit Mountain Alignment	Implementation Notes
Building Routines & Short a (Lessons 1-4) Add Short i (Lessons 5-8) Add Short o (Lessons 9-12)	Students build their letter-sound inventory, phonological awareness, and early print concepts across these lessons, culminating in knowledge of all 26 letters and all 5 short vowels once students get through Lesson 16.	Moonlit Mountain Readers are not recommended until students have the letter-sound knowledge and blending skills to read connected text successfully. This entry point is by design: it ensures that every word students encounter in their first Moonlit Mountain book is readable based on what they've been taught.	
Add Short e & u (Lessons 13-16)	Letter name, sound, formation: z, k, short e, y, v, q, x, short u . PA at initial/final phoneme level. Introduction of Write Sentences and Read a Story routines. HFW: <i>that, this, there, do, my, too, am, down, must</i> .	Begin Set A, Series 1. After Lesson 13, students know all consonants needed for Series 1's first books (<i>Dak, The Cave, Hungry, Follow Me!</i>). After Lesson 15, students know all 26 letters and all 5 short vowels and can progress into the second half of Series 1 and begin Set A, Series 2 .	Pre-teach HFW "here" (not taught in 95PCP until Lesson 23). Starting with Series 1's short-a books provides an accessible entry into connected text even though students know multiple vowels by this point.
Short Vowel Review (Lessons 17-19)	Short vowel review across all five vowels. PA at phoneme level (2-3 phonemes). Introduction of Word Completion with Pictures. Read & write sentences; Read a Story. HFW: <i>now, well, new, all, good, say</i> .	Set A, Series 2 (adds short o, short u) fit well here. Then progress to Set A, Series 3 (short e; cumulative review) . Series 3 is the strongest match for these lessons, putting all five short vowels into connected text with cumulative review, mirroring 95PCP's consolidation goals.	Series 2 HFW adds: <i>can</i> (decodable), <i>to, do, we, be, was, went, she, he</i> which are all taught in 95PCP by this point. Series 3 HFW: Review only (no new HFW). Series 3 books provide opportunities for the review/consolidation work of these lessons.
Introduction of Long Vowel Silent-e (Lessons 20-25)	Introduction of VCe: a_e, i_e, o_e, e_e, u_e . PA at phoneme level (4 phonemes; addition, deletion,	Continue using Set A, Series 3 for short-vowel fluency maintenance alongside 95PCP's internal VCe stories.	95PCP treats VCe as an introduction, not mastery. The Read a Story texts provide controlled VCe practice. MMR's

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	<p>substitution). Read & write sentences; Read a Story. HFW: <i>our, out, eat, soon, please, under, into, pretty, funny, away.</i></p>		<p>works well for keeping short-vowel automaticity strong, supporting the CVC-VCe contrast work central to these lessons.</p>
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95 Phonics Core Program Grade 1

95PCP Grade 1 Lessons	95PCP Grade 1 Skills	Moonlit Mountain Alignment	Implementation Notes
Intro / Short Vowel CVC (Lessons 1-7)	Grade K skills review, then Short a, Short I, Short o, Short e, Short u, and Review. PA: syllables, onset-rimes, phoneme segmentation. Intro to closed syllable pattern and inflected ending- <i>ed</i> . HFW: <i>of, his, her, him, had, some, as, then, could, when, were, them.</i>	Use Set A, Series 1-3. Grade 1 students enter with a full letter-sound inventory from K. Series 1 (focuses on short <i>a</i> , then short <i>a + i</i> . Series 2 adds short <i>o</i> and <i>u</i> . Series 3 adds short <i>e</i> and provides cumulative review across all five vowels. Teachers can pace books to match each lesson’s vowel focus (e.g., use short- <i>a</i> books from Series 1 alongside Lesson 2, then add short- <i>i</i> books during Lesson 3). The books across these three series give students extensive connected-text practice right from the start of the year.	Series 1-3 HFW overlap strongly with 95PCP K words. Most MMR HFW in these series are either already taught (<i>me, a, the, I, like, my, look, see, this, to, do, we, be, was, went, she, he</i>) or decodable CVC words (<i>at, it, in, an, can, got</i>). You may choose to re-teach “here” and “is” although both are common and most grade 1 students will already know them from K exposure.
Consonant Blends (Lessons 8-11)	Initial/final s-blends, l-/t-blends, r-blends, 3-letter blends. PA: phoneme addition, segmentation. Intro to contractions; closed syllable practice. HFW: <i>ask, an, over, just, from, any, how, know.</i>	Use Set A, Series 4 (Blends). These books introduce initial blends first (<i>Puck’s Pal, Gum Drop Cliff</i>), then add final blends (<i>Razz Can’t Swim</i> onward), mirroring the lesson 8-11 progression. All books cumulatively review CVC short-vowel patterns, keeping foundational skills active while students build blend automaticity. Continue using series 1-3 books for short-vowel fluency maintenance alongside blend work.	Series 4 HFW adds: <i>how, you, am, did, on, up, fun, get, day, play, say, says, for</i> . Most are decodable (<i>am, did, on, up, fun, get</i>) or taught in 95PCP Grade K (<i>you, play, for</i>). Pre-teach “day” (vowel team not yet taught) and “says” (irregular) if needed.
Consonant Digraphs (Lessons 12-15)	Digraphs: ch, sh, th, wh, ck. Floss Rule, qu, final x. PA: phoneme manipulation. Contractions, possessives, inflected	Use Set A, Series 5 (Digraphs), especially books 1-5. These five books introduce ch → th (unvoiced) → th	The Floss Rule (lesson 14) formalizes a pattern students have been practicing in MMR since Series 1: ff, ll, ss, zz, dd

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	<p>endings-er/-est. Intro to decoding simple closed multisyllable words. HFW: <i>put, take, every, old, by, after.</i></p>	<p>(voiced) → sh → wh in a carefully controlled sequence, pairing well with lessons 12-13. Each book adds one new digraph while reviewing prior patterns. Series 5, Books 6-8 add ng/n(k), which isn't introduced until the Phonograms section (Lesson 22), but this is a potential preview opportunity for students who are ready.</p>	<p>appear throughout. ck has been in Moonlit Mountain Readers since Series 2.</p>
<p>Long Vowel Silent-e (Lessons 16-21)</p>	<p>VCe across all vowels: a_e, i_e, e_e, o_e, u_e. Inflected endings: -s, -es, -ed, -ing. Introduction to the open syllable type. Multisyllable decoding with closed, silent-e, and open syllables. HFW: <i>think, let, going, walk, again, may, stop, fly, round, give.</i></p>	<p>Set A, Series 6 (CV Words) introduces open-syllable patterns, directly supporting the open syllable type taught in these lessons. Set B, Series 1 (Review) provides a cumulative bridge from Set A into Set B, consolidating all foundational patterns and introducing tch and a(l, ll) in connected text. Set B, Series 2 (Silent E) delivers the core VCe alignment: books that systematically introduce a_e → i_e → o_e → u_e → e_e, with a cumulative review book.</p>	
<p>Phonograms (Lessons 22-25)</p>	<p>Phonograms: ang/ing/ong, ink/ank/onk (lesson 22); ild/ind/old/olt/ost (lesson 23); all/oll/alk (lesson 24); Review (lesson 25). PA: phoneme manipulation within blends. Comparison of phonogram vowels vs. short/long vowels. Continued-ed and contractions. Multisyllable decoding with closed and silent-e syllables. HFW: <i>once, open, has, live, thank.</i></p>	<p>Set A, Series 5, Books 6-8 bring ng/n(k) into connected text, directly supporting lesson 22. Set B, Series 3 (Inflectional Endings) aligns with ongoing-ed/-ing instruction and adds ild/ind/old/olt/ost practice (<i>Nip Helps Herself</i>) alongside Lesson 23. Series 3 also introduces-y=/ē/ (<i>Chums for Life</i>), extending vowel work. Set B, Series 4 (Review) provides cumulative consolidation of all patterns taught</p>	<p>Set B, Series 3 introduces ph in its scope. Pre-teach ph = /f/ if not already done during Series 2, books 5-6. Series 3 HFW adds many words already taught in 95PCP: <i>eat, out, put, of, little, now, have, don't, won't.</i></p>

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		<p>through this point, a useful group of text for practice at the end of these lessons.</p>	
<p>Introduction to Grade 2 Skills (Lessons 26-30)</p>	<p>Predictable vowel teams: ee, igh, oa, oe (lesson 26); ai/ay, oi/oy, au/aw (lesson 27). Unpredictable vowel teams: ea (2 sounds), ow (2 sounds) (lesson 28). Vowel-r: ar, or, er/ir/ur (lesson 29). Simple closed-closed multisyllable (lesson 30). HFW: Grade 2 Preview.</p>	<p>Set B, Series 5 (Vowel Teams) provides ee/ea, oa/ow, ai/ay, and igh practice, supporting lessons 26-28 with the extended connected-text practice these patterns need to stick. Select books in Set B, Series 7 (Special Vowels) support lessons 27-28 with oi/oy (<i>Flight Class</i>), au/aw (<i>A Class Trip</i>), and ou/ow (<i>The Late-Night Growl</i>). Set B, Series 6 (R-Controlled Vowels), Books 1-4 cover ar → or → er → ir/ur, a good match for lesson 29.</p>	<p>Books that extend beyond 95PCP Grade 1 scope & sequence (ideal for advanced students or as a grade 2 bridge): Series 5 includes -le syllable type (<i>The Case of The Seahorse Shuffle, The Big Surprise</i>). Series 6 Books 5 and 6 add soft g/-dge and soft c (<i>Save the Marsh!, New Powers</i>). Series 7 includes oo (<i>The Grand Tour</i>) and ew/ue (<i>A Fluffing Potion</i>). These titles can be used selectively with students who are ready for more of a grade 2 preview.</p>

95 Phonics Core Program Grade 2

95PCP Grade 2 Lessons	95PCP Grade 2 Skills	Moonlit Mountain Alignment	Implementation Notes
Review of Grade 1 Skills (Lesson 1-5)	Lesson 1: Initial blends, consonant digraphs, Floss Rule. Lesson 2: 3-letter blends, final blends. Lesson 3: Phonograms (ang/ing/ong, ild/ind/old/olt/ost, all/oll/alk). Lesson 4: Long Vowel Silent-e (all vowels); open syllable type. L5: Inflected endings (-s/-es, -ed, -ing). Morphology: prefixes re-, un-, dis-, mis-. HFW: <i>pull, sit, tell, best, both, fast, wash, wish, call, cold, sing, five, gave, made, write, why, would, very, your</i>	Set B, Series 1-4 provide a structured review arc that mirrors these lessons. Series 1 consolidates all Set A patterns (CVC through digraphs), supporting lessons 1-3. Series 2 (Silent E) puts VCe into connected text with all prior patterns active, aligning directly with lesson 4. Series 3 (Inflectional Endings) practices -s, -es, -ing, -ed alongside phonograms (ild/ind/old/olt/ost) and y=/ē/, supporting lessons 3 and 5 simultaneously. Series 4 provides cumulative review, an ideal end-of-unit landing spot.	For students who need additional foundational support, Set A, Series 4-6 (Blends, Digraphs, CV Words) work well as intervention-level practice.
Predictable Vowel Teams (Lessons 6-10)	Lesson 6: igh, oa. Lesson 7: ee, oe. Lesson 8: ai, ay, oi, oy. Lesson 9: au, aw. Lesson 10: Review. Morphology: prefixes fore-, pre-; suffixes -ful, -less. Continued inflected endings (-ed/-ing), possessive/plural possessive nouns. HFW: <i>its, right, around, don't, green, sleep, their, us, or, been, before, always, friend.</i>	Use Set B, Series 5 (Vowel Teams) as the anchor series for these lessons. These books introduce ee/ea → oa/ow=/ō/ → ai/ay → igh in a controlled sequence, directly matching Lessons 6-8. Set B, Series 7 (Special Vowels) extends the alignment with oi/oy (<i>Flight Class</i> , lesson 8) and au/aw (<i>A Class Trip</i> , lesson 9).	
Unpredictable Vowel Teams (Lessons 11-17)	Lesson 11: ie (2 sounds). Lesson 12: ow (2 sounds). Lesson 13: ea (2 sounds). Lesson 14: oo (2 sounds). Lesson 15: ou (2 sounds). Lesson 16: ew (2 sounds). Lesson 17: Review. Morphology: suffixes -ly, -ness, -able, -	Set B, Series 5 has ea=/ē/ and ow=/ō/ (the predictable sounds). Set B, Series 6 has ea=/ĕ/ (the alternate sound), directly supporting lesson 13. Set B, Series 7 covers the full unpredictable set: ou/ow as diphthongs (<i>The Late-</i>	These 95PCP lessons teach the “unpredictable” concept (one spelling, two possible sounds). The Moonlit Mountain Readers support this because the same vowel teams appear across different series with different

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	<p>wise, -er, -est; prefixes sub-, under-, de-, in-/im-. Instruction on schwa. HFW: <i>buy, these, those, does, goes, use, which, many, found, because, upon, read.</i></p>	<p><i>Night Grawl</i>, lesson 12 and lesson 15), oo with both sounds (<i>The Grand Tour</i>, lesson 14), ew/ue (<i>A Fluffing Potion</i>, lesson 16), plus oi/oy and au/aw as continued review.</p>	<p>pronunciations, giving students natural contrast practice.</p>
Vowel-r (Lessons 18-21)	<p>Lesson 18: ar, or (including w+ar, w+or). Lesson 19: er, ur, ir. L20: Vowel-r phonograms (air/are, oar/ore, ear/ere). Lesson 21: Review. Morphology: suffixes -dom, -y, -ish, -ity, -ious; prefixes super-, trans-. HFW: <i>work, first, off.</i></p>	<p>Set B, Series 6 (R-Controlled Vowels) is a strong match for lessons 18-19. These books introduce ar → or → er → ir/ur in a controlled sequence. The foundational r-controlled practice in Series 6 applies the decoding base that makes the phonogram extensions in lesson 20 (air/are, oar/ore, ear/ere) more accessible.</p>	<p>The r-controlled phonograms (air/are, oar/ore, ear/ere) in these lessons extend beyond the Moonlit Mountain Reader scope but are built from the base patterns students are practicing in Series 6. Consider returning to Series 6 books during lesson 20-21 review to keep r-controlled automaticity active while students add the phonogram layer.</p>
Complex Consonants (Lessons 22-25)	<p>Lesson 22: Silent letters (gn, kn, mb, wr). Lesson 23: Complex consonants (ck/k, tch/ch, dge/ge). Lesson 24: Hard and soft c/g. Lesson 25: Review. Morphology: prefixes mid-, over-; suffixes -ment, -some. Continued inflected ending -ed; irregular verbs and plural nouns. Complex syllable division.</p>	<p>Set B, Series 6, Books 5-6 bring soft g/-dge and soft c into connected text, good practice with lessons 23-24. Set B, Series 1 provides tch practice alongside earlier digraphs, reinforcing the tch/ch contrast in lesson 23.</p>	<p>Teachers may consider revisiting Set B, Series 5-7 books to keep vowel team, r-controlled, and diphthong decoding sharp during these lessons.</p>
Introduction to Grade 3 Skills (Lessons 26-30)	<p>Lesson 26: Consonant-le syllable type. Lesson 27: Closed and long vowel silent-e syllable types (multisyllable). Lesson 28: Open and vowel team syllable types (multisyllable). Lesson 29: Vowel-r syllable type (multisyllable). Lesson 30: Review of all six syllable types. Morphology: Latin</p>	<p>Set B, Series 5, Books 5-6 provide the strongest application opportunity for lesson 26: <i>The Case of The Seahorse Shuffle</i> (-le with closed first syllable) and <i>The Big Surprise</i> (-le with open first syllable). These two books give students connected-text practice with the exact syllable division decisions</p>	<p>These lessons are an introduction to grade 3 concepts. Students are building initial awareness of the six syllable types as a decoding framework. Moonlit Mountain Readers provide authentic, connected texts where students can apply syllable</p>

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	<p>roots (trac/tract, mot/mov, port); suffix -tion/-ion; prefix ex-. Complex, open, and vowel team syllable division rules.</p>	<p>consonant-le requires. For lessons 27-30, all of Set B is a useful practice resource. Each series represents a different syllable type: Series 2 (VCe syllables), Series 5 (vowel team syllables), Series 6 (vowel-r syllables), and Series 3-4 (closed syllables with inflectional endings).</p>	<p>division strategies they're learning in 95PCP's lessons.</p>
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