



*Literacy and Intervention*

## TEXAS STATE STANDARDS

# Primary Phonics®

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**Systematic, Phonics-Based Early Reading Program**

Grades K-2



## Texas – Primary Phonics

### Texas Essential Knowledge and Skills for English Language Arts and Reading

#### Primary Phonics Workbooks

#### *Kindergarten Knowledge and Skills*

(K.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.

The student is expected to:

(B) Respond **appropriately and courteously to directions and questions**

<b>Consonant Lessons Book</b> Listens / Responds to Directions	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Consonant Lessons Workbook – Oral directions</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Thinking About Mac and Tab Book 1 – One-step directions</b>	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher’s Guide)
<b>Thinking About Mac and Tab Book 2 – One-step directions</b>	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher’s Guide)
<b>Color Workbook</b> Listens / Responds to Directions	1-32

(K.5) **Reading/print awareness.** The student demonstrates knowledge of concepts of print.

The student is expected to:

(A) Recognize that print represents **spoken language and conveys meaning** such as his/her own name and signs such as *Exit* and *Danger*.

(C) Understands that **written words are separated by spaces**.

(D) Know the difference between **individual letters and printed words**.

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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(G) Understand that spoken words are represented in written language by **specific sequences of letters**.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher's Manual and Script
<b>More Primary Phonics Consonant Book</b>	2-10, 11-25, 26-32

Identify Sound / Symbol Relationships	
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(K.6) **Reading/phonological awareness.** The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

The student is expected to:

(D) Identify and isolate the **initial and final sound** of a spoken word.

(F) Segment one-syllable spoken words into individual phonemes, clearly producing **beginning, medial, and final sounds.**

<b>Primary Phonics Consonant Book -</b> Beginning and Ending Sounds	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book</b> - Beginning and Ending Sounds	2-10, 11-25, 26-32
<b>Consonant Lessons Book -</b> Beginning and Ending Sounds	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Initial Consonant Blend Book -</b> Beginning and Ending Sounds	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 1 -</b> Segment Sounds	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59-61, 63-64, 67, 73, 75, 78-80
<b>More Primary Phonics Book 1-</b> Segment Sounds	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 -</b> Segment Sounds	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69, 70-71, 73-79
<b>More Primary Phonics Book 2 -</b> Segment Sounds	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics Book 3 -</b> Segment Sounds	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80

<b>Primary Phonics Book 4 - Segment Sounds</b>	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics Book 5 - Segment Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Book 6 - Segment Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(K.7) **Reading/letter-sound relationships.** The student uses letter-sound knowledge to decode written language.

The student is expected to:

**(A) Name and identify each letter of the alphabet**

<b>Primary Phonics Consonant Book</b>	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book</b>	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script

**(B) Understand that written words are composed of letters that represent sounds.**

<b>More Primary Phonics 1 Identify Sound / Symbol Relationships</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2 Identify Sound / Symbol Relationships</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1 Identify Sound/Symbol Relationships</b>	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80

<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(C) Learn and apply letter-sound correspondences of a set of **consonants and vowels** to begin to read.

<b>Primary Phonics Consonant Book –</b> Consonant Sounds	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book –</b> Consonant Sounds	2-10, 11-25, 26-32

<b>Consonant Lessons Book – Consonant Sounds</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Primary Phonics Book 1 – Short Vowels</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Book 1 – Short Vowels</b>	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80, Mac and Tab Storybook, The Tin Man Storybook, Al Storybook, Tim Storybook, The Jet Storybook, Ben Bug Storybook, Ed Storybook, Meg Storybook, Ted Storybook, The Wig Storybook

(K.14) **Writing/spelling/penmanship.** The student develops the foundations of writing.

The student is expected to:

(C) Use phonological knowledge to **map sounds to letters** to write messages.

<b>Primary Phonics Consonant Book -</b>	2-10, 11-25, 26-32
<b>Color Workbook - High-Frequency Words</b>	1-32
<b>More Primary Phonics Consonant Book - Encoding</b>	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book Encoding</b>	1-10, 11-20, 21-35, 36-48
<b>More Primary Phonics 1 Encoding</b>	2-7, 9, 11, 13-15, 17-21, 23-25, 27-32, 31-33, 35-37, 39-41, 43-5, 47-51, 53-55, 57-59, 61-63, 65-67, 69-71, 73-75, 77-79, 81-87, 89-91
<b>More Primary Phonics 2 Encoding</b>	2-7, 9-10, 12, 15-18, 20-29, 33-35, 37, 39-40, 43-47, 49-54, 56-59, 62-65, 68-75
<b>Primary Phonics 1 Encoding</b>	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59, 61, 63-64, 67, 73, 75, 78-80

<b>Primary Phonics 2</b> Encoding	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69,70-71, 73-79
<b>Primary Phonics 3</b> Encoding	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Encoding	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(D) Write messages that move **left-to-right and top-to-bottom** on the page.

<b>Consonant Lessons Book</b> – Forming Letters	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Primary Phonics Book 1</b> – Forming Letters	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59, 61, 63-64, 67, 73, 75, 78-80
<b>More Primary Phonics Book 1</b> – Forming Letters	2-7, 9, 11, 13-15, 17-21, 23-25, 27-32, 33, 35-37, 39-41, 43-5, 47-51, 53-55, 57-59, 61-63, 65-67, 69-71, 73-75, 77-79, 81-87, 89-91

Grade 1 Knowledge and Skills

(1.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.

The student is expected to:

(B) Respond appropriately and courteously to **directions and questions.**

<b>Consonant Lessons Book</b> Listens / Responds to Directions	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Consonant Lessons Workbook</b> – Oral directions	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15,



<b>Thinking About Mac and Tab Book 1</b> – One-step directions	16-17, 18-19, 20-21, 4-13 (Teacher’s Guide)
<b>Thinking About Mac and Tab Book 2</b> – One-step directions	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher’s Guide)
<b>Color Workbook</b> Listens / Responds to Directions	1-32

(1.5) **Reading/print awareness.** The student demonstrates knowledge of concepts of print.

The student is expected to:

(A) Recognize that print represents **spoken language and conveys meaning** such as his/her own name and signs such as *Exit* and *Danger*.

(C) Understands that **written words are separated by spaces**.

(D) Know the difference between **individual letters and printed words**.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(H) Understand that spoken words are represented in written language by specific **sequences of letters**.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80

<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher's Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(J) Recognize that there are **correct spellings** for words.

<b>Primary Phonics Consonant Book -</b>	2-10, 11-25, 26-32
<b>Color Workbook - High-Frequency Words</b>	1-32
<b>More Primary Phonics Consonant Book - Encoding</b>	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Encoding	1-10, 11-20, 21-35, 36-48

<b>More Primary Phonics 1</b> Encoding	2-7, 9, 11, 13-15, 17-21, 23-25, 27-32, 31-33, 35-37, 39-41, 43-5, 47-51, 53-55, 57-59, 61-63, 65-67, 69-71, 73-75, 77-79, 81-87, 89-91
<b>More Primary Phonics 2</b> Encoding	2-7, 9-10, 12, 15-18, 20-29, 33-35, 37, 39-40, 43-47, 49-54, 56-59, 62-65, 68-75
<b>Primary Phonics 1</b> Encoding	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59, 61, 63-64, 67, 73, 75, 78-80
<b>Primary Phonics 2</b> Encoding	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69, 70-71, 73-79
<b>Primary Phonics 3</b> Encoding	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Encoding	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(1.6) **Reading/phonological awareness.** The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

The student is expected to:

(D) Identify and isolate the **initial and final sound** of a spoken word.

(F) Segment one-syllable spoken words into individual phonemes, clearly producing **beginning, medial, and final** sounds.

<b>Primary Phonics Consonant Book</b> - Beginning and Ending Sounds	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book</b> - Beginning and Ending Sounds	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> - Beginning and Ending Sounds	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher's Manual and Script

<b>Initial Consonant Blend Book -</b> Beginning and Ending Sounds	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 1 - Segment</b> Sounds	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59-61, 63-64, 67, 73, 75, 78- 80
<b>More Primary Phonics Book 1- Segment</b> Sounds	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 - Segment</b> Sounds	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69, 70-71, 73-79
<b>More Primary Phonics Book 2 - Segment</b> Sounds	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics Book 3 - Segment</b> Sounds	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics Book 4 - Segment</b> Sounds	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics Book 5 - Segment</b> Sounds	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Book 6 - Segment</b> Sounds	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(1.7) **Reading/letter-sound relationships.** The student uses letter-sound knowledge to decode written language.

The student is expected to:

(A) Name and **identify each letter of the alphabet**

<b>Primary Phonics Consonant Book</b>	2-10, 11-25, 26-32
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<b>More Primary Phonics Consonant Book</b>	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script

(B) Understand that written words are composed of **letters that represent sounds**.

(C) Learn and apply **letter-sound correspondences** of a set of consonants and vowels to begin to read.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32

<b>Consonant Lessons Book Identify Sound / Symbol Relationships</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book Identify Sound / Symbol Relationships</b>	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book Identify Sound / Symbol Relationships</b>	1-10, 11-20, 21-35, 36-48

(D) Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee.

(E) **Blend initial letter-sounds with common vowel spelling patterns** to read words.

<b>Primary Phonics Book 3 – Vowel Digraphs</b>	9-14, 21-25
<b>Primary Phonics Book 4 – Vowel Digraphs and R-Controlled Vowels</b>	2-14, 15-18, 35-40, The Chicken Ranch Storybook (Set 4), Fish Fun Storybook (Set 4), The White Hen Storybook (Set 4), 43-46, 47-55, 56-68, The Go-Cart Storybook (Set 4), The Lost Horse Storybook (Set 4), The Brave Hunter Storybook (Set 4), The Bird Feeder Storybook (Set 4), The Hard Worker Storybook (Set 4)
<b>Primary Phonics Book 5 – Vowel Digraphs</b>	2-5, 6-11, 12-25, 26-33, The Pet Poodle Storybook (Set 5), The Good Cook Storybook (Set 5), Fun in the Snow Storybook (Set 5) A Cow in Town Storybook (Set 5), The Mouse House Storybook (Set 5)
<b>Primary Phonics Book 6 – Vowel Digraphs</b>	24-25, 26-31, 32-37, 49-50, 56-61, 64

(F) **Decode by using all letter-sound correspondences** within regularly spelled words.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher's Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32

<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48
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(1.8) **Reading/word identification.** The student uses a variety of word identification strategies.

The student is expected to:

(A) Decode by using all **letter-sound correspondences** within a word.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b>	2-10, 11-25, 26-32



Identify Sound / Symbol Relationships	
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(B) Use common **spelling patterns** to read words.

<b>Primary Phonics Book 3</b> – Vowel Digraphs	9-14, 21-25
<b>Primary Phonics Book 4</b> – Vowel Digraphs and R-Controlled Vowels	2-14, 15-18, 35-40, The Chicken Ranch Storybook (Set 4), Fish Fun Storybook (Set 4), The White Hen Storybook (Set 4), 43-46, 47-55, 56-68, The Go-Cart Storybook (Set 4), The Lost Horse Storybook (Set 4), The Brave Hunter Storybook (Set 4), The Bird Feeder Storybook (Set 4), The Hard Worker Storybook (Set 4)
<b>Primary Phonics Book 5</b> – Vowel Digraphs	2-5, 6-11, 12-25, 26-33, The Pet Poodle Storybook (Set 5), The Good Cook Storybook (Set 5), Fun in the Snow Storybook (Set 5) A Cow in Town Storybook (Set 5), The Mouse House Storybook (Set 5)
<b>Primary Phonics Book 6</b> – Vowel Digraphs	24-25, 26-31, 32-37, 49-50, 56-61, 64

(C) Use structural cues to recognize words such as **compounds**, base words, and **inflections** such as –s, -es, -ed, and –ing

<b>Primary Phonics Book 3</b> – Compound Words	49-54
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<b>Primary Phonics Book 4</b> – Compound Words	6, 25
<b>Primary Phonics Book 5</b> – Compound Words	10, 13, 15, 22-23, 24-25, 33, 37, 45, 55-56
<b>Primary Phonics Book 6</b> – Compound Words	40-41, 43, 54-55, 57, 67
<b>Primary Phonics Book 3</b> – Inflectional Endings	1-6, 7-12
<b>Primary Phonics Book 6</b> – Inflectional Endings	26-30

(E) Recognize **high frequency** irregular words such as said, was, where, and is.

<b>Primary Phonics Color Workbook</b> – Color Words	1-32
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(1.17) **Writing/penmanship/capitalization/punctuation.** The student develops the foundations of writing.

The student is expected to:

(C) Use phonological knowledge to **map sounds to letters** to write messages.

<b>Primary Phonics Consonant Book</b> -	2-10, 11-25, 26-32
<b>Color Workbook</b> - High-Frequency Words	1-32
<b>More Primary Phonics Consonant Book</b> - Encoding	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Encoding	1-10, 11-20, 21-35, 36-48

<b>More Primary Phonics 1</b> Encoding	2-7, 9, 11, 13-15, 17-21, 23-25, 27-329, 31-33, 35-37, 39-41, 43-5, 47-51, 53-55, 57-59, 61-63, 65-67, 69-71, 73-75, 77-79, 81-87, 89-91
<b>More Primary Phonics 2</b> Encoding	2-7, 9-10, 12, 15-18, 20-29, 33-35, 37, 39-40, 43-47, 49-54, 56-59, 62-65, 68-75
<b>Primary Phonics 1</b> Encoding	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59, 61, 63-64, 67, 73, 75, 78-80
<b>Primary Phonics 2</b> Encoding	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69, 70-71, 73-79
<b>Primary Phonics 3</b> Encoding	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Encoding	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(D) Write messages that move **left-to-right** and **top-to-bottom** on the page.

<b>Consonant Lessons Book – Forming Letters</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Primary Phonics Book 1 – Forming Letters</b>	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59, 61, 63-64, 67, 73, 75, 78-80
<b>More Primary Phonics Book 1 – Forming Letters</b>	2-7, 9, 11, 13-15, 17-21, 23-25, 27-329, 31-33, 35-37, 39-41, 43-5, 47-51, 53-55, 57-59, 61-63, 65-67, 69-71, 73-75, 77-79, 81-87, 89-91

(G) Use basic **capitalization and punctuation** such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points.

<b>Primary Phonics Book 1</b> – Forming Sentences	10, 12, 15, 18, 20, 30, 32, 38, 44, 46, 50, 53, 56, 58, 66, 69, 72
<b>Primary Phonics Book 2</b> – Forming Sentences	10, 15-16, 22, 26, 31, 40, 46, 50, 52, 59-60
<b>Primary Phonics Book 3</b> – Forming Sentences	11, 26, 29, 38, 44, 54, 57, 64, 68, 75
<b>Primary Phonics Book 4</b> – Forming Sentences	3, 11, 17, 40, 46, 51, 72
<b>Primary Phonics Book 5</b> – Forming Sentences	5, 21, 41, 53, 71
<b>Primary Phonics Book 6</b> – Forming Sentences	7, 17, 31, 37, 47, 65, 74

(1.20) **Writing/spelling.** The student spells proficiently.

The student is expected to:

(A) Write with more proficient spelling of regularly spelled patterns such as **consonant-vowel-consonant (CVC)** (hop), **consonant-vowel-consonant-silent e (CVCe)** (hope), and one-syllable words with blends (drop).

(C) Spell single syllable words that have **r-controlled vowels** such as burn or star; that have the final consonants **f, l, and s** such as in miss or doll; and that have **ck as the final consonants** such as in buck.

<b>Primary Phonics Color Workbook</b> – Color (sight) words	1-32
<b>Primary Phonics Book 1</b> – CVC one-syllable words	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80, All Primary Phonics Storybooks Set 1
<b>More Primary Phonics Book 1</b> – CVC one-syllable words	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96, All More Primary Phonics Storybooks Set M1
<b>Primary Phonics Book 3</b> – Vowel Digraphs	9-14, 21-25
	2-14, 15-18, 35-40, The Chicken Ranch

<b>Primary Phonics Book 4 – Vowel Digraphs and R-Controlled Vowels</b>	Storybook (Set 4), Fish Fun Storybook (Set 4), The White Hen Storybook (Set 4), 43-46, 47-55, 56-68, The Go-Cart Storybook (Set 4), The Lost Horse Storybook (Set 4), The Brave Hunter Storybook (Set 4), The Bird Feeder Storybook (Set 4), The Hard Worker Storybook (Set 4)
<b>Primary Phonics Book 5 – Vowel Digraphs</b>	2-5, 6-11, 12-25, 26-33, The Pet Poodle Storybook (Set 5), The Good Cook Storybook (Set 5), Fun in the Snow Storybook (Set 5) A Cow in Town Storybook (Set 5), The Mouse House Storybook (Set 5)
<b>Primary Phonics Book 3 –Diphthongs</b>	9-14, 21-25
<b>Primary Phonics Book 4 – Diphthongs</b>	2-14, 15-18, 35-40, The Chicken Ranch Storybook (Set 4), Fish Fun Storybook (Set 4), The White Hen Storybook (Set 4)
<b>Primary Phonics Book 5 – Diphthongs</b>	2-5, 6-11, 12-25, 26-33, The Pet Poodle Storybook (Set 5), The Good Cook Storybook (Set 5), Fun in the Snow Storybook (Set 5) A Cow in Town Storybook (Set 5), The Mouse House Storybook (Set 5)
<b>Primary Phonics Book 3 – Vowel Digraphs</b>	9-14, 21-25
<b>Primary Phonics Book 4 – Vowel Digraphs and R-Controlled Vowels</b>	2-14, 15-18, 35-40, The Chicken Ranch Storybook (Set 4), Fish Fun Storybook (Set 4), The White Hen Storybook (Set 4), 43-46, 47-55, 56-68, The Go-Cart Storybook (Set 4), The Lost Horse Storybook (Set 4), The Brave Hunter Storybook (Set 4), The Bird Feeder Storybook (Set 4), The Hard Worker Storybook (Set 4)
<b>Primary Phonics Book 5 – Vowel Digraphs</b>	2-5, 6-11, 12-25, 26-33, The Pet Poodle Storybook (Set 5), The Good Cook Storybook (Set 5), Fun in the Snow Storybook (Set 5) A Cow in Town Storybook (Set 5), The Mouse House Storybook (Set 5)

<b>Primary Phonics Book 6 – Vowel Digraphs</b>	24-25, 26-31, 32-37, 49-50, 56-61, 64
<b>Primary Phonics Book 6 – Diphthongs</b>	24-25, 26-31, 32-37, 49-50, 56-61, 64
<b>Primary Phonics 3 f, l, s, Rule</b>	59-66, The Sea Gull Storybooks (Set 3)
<b>Primary Phonics 3 k / ck</b>	67-71, The Lost Duck Storybook (Set 3)
<b>Primary Phonics 5 Common Spelling Patterns</b>	34-45, 46-54, 55-59, 64-68, The Shy Tiger Storybook (Set 5), The Lost Wallet Storybook (Set 5), Too Small Storybook (Set 5), The Square Egg Storybook (Set 5), The Clumsy Rabbit (Set 5)
<b>Primary Phonics 6 Spelling Rules for Endings</b>	27, 29

### Grade 2 Knowledge and Skills

(2.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.

The student is expected to:

(B) Respond **appropriately and courteously to directions** and questions.

<b>Consonant Lessons Book</b> Listens / Responds to Directions	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Consonant Lessons Workbook – Oral directions</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Thinking About Mac and Tab Book 1 – One-step directions</b>	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher’s Guide)
	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15,

<b>Thinking About Mac and Tab Book 2 – One-step directions</b>	16-17, 18-19, 20-21, 14-23 (Teacher’s Guide)
<b>Color Workbook</b> Listens / Responds to Directions	1-32

(2.5) **Reading/word identification.** The student uses a variety of word identification strategies.

The student is expected to:

(A) Decode by using all **letter-sound correspondences** within a word.

(B) Blend **initial letter-sounds** with common vowel spelling patterns to read words.

<b>Primary Phonics Consonant Book - Beginning and Ending Sounds</b>	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book - Beginning and Ending Sounds</b>	2-10, 11-25, 26-32
<b>Consonant Lessons Book - Beginning and Ending Sounds</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Initial Consonant Blend Book - Beginning and Ending Sounds</b>	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 1 - Segment Sounds</b>	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59-61, 63-64, 67, 73, 75, 78-80
<b>More Primary Phonics Book 1- Segment Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 - Segment Sounds</b>	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69, 70-71, 73-79
<b>More Primary Phonics Book 2 - Segment Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics Book 3 - Segment Sounds</b>	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80

<b>Primary Phonics Book 4 - Segment Sounds</b>	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics Book 5 - Segment Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Book 6 - Segment Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(C) Recognize **high frequency** irregular words such as said, was, where, and is.

<b>Primary Phonics Color Workbook – Color Words</b>	1-32
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(E) Use structural cues to recognize words such as **compounds**, base words, and inflections such as –s, -es, -ed, and –ing

<b>Primary Phonics Book 3 – Compound Words</b>	49-54
<b>Primary Phonics Book 4 – Compound Words</b>	6, 25
<b>Primary Phonics Book 5 – Compound Words</b>	10, 13, 15, 22-23, 24-25, 33, 37, 45, 55-56
<b>Primary Phonics Book 6 – Compound Words</b>	40-41, 43, 54-55, 57, 67

(2.15) **Writing/penmanship/capitalization/punctuation.** The student develops the foundations of writing.

The student is expected to:



(C) Use basic **capitalization and punctuation** such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points.

<b>Primary Phonics Book 1</b> – Forming Sentences	10, 12, 15, 18, 20, 30, 32, 38, 44, 46, 50, 53, 56, 58, 66, 69, 72
<b>Primary Phonics Book 2</b> – Forming Sentences	10, 15-16, 22, 26, 31, 40, 46, 50, 52, 59-60
<b>Primary Phonics Book 3</b> – Forming Sentences	11, 26, 29, 38, 44, 54, 57, 64, 68, 75
<b>Primary Phonics Book 4</b> – Forming Sentences	3, 11, 17, 40, 46, 51, 72
<b>Primary Phonics Book 5</b> – Forming Sentences	5, 21, 41, 53, 71
<b>Primary Phonics Book 6</b> – Forming Sentences	7, 17, 31, 37, 47, 65, 74

(2.16) **Writing/spelling.** The student spells proficiently.

The student is expected to:

(B) Write with more proficient spelling of regularly **spelled patterns** such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop).

<b>Primary Phonics Consonant Book</b> -	2-10, 11-25, 26-32
<b>Color Workbook</b> - High-Frequency Words	1-32
<b>More Primary Phonics Consonant Book</b> - Encoding	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Encoding	1-10, 11-20, 21-35, 36-48
<b>More Primary Phonics 1</b> Encoding	2-7, 9, 11, 13-15, 17-21, 23-25, 27-32, 31-33, 35-37, 39-41, 43-5, 47-51, 53-55, 57-59, 61-63, 65-67, 69-71, 73-75, 77-79, 81-

	87, 89-91
<b>More Primary Phonics 2</b> Encoding	2-7, 9-10, 12, 15-18, 20-29, 33-35, 37, 39-40, 43-47, 49-54, 56-59, 62-65, 68-75
<b>Primary Phonics 1</b> Encoding	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47, 51, 53-55, 57, 59, 61, 63-64, 67, 73, 75, 78-80
<b>Primary Phonics 2</b> Encoding	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69, 70-71, 73-79
<b>Primary Phonics 3</b> Encoding	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Encoding	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

### *Grade 3 Knowledge and Skills*

(3.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in a variety of oral language experiences.

The student is expected to:

(B) Respond appropriately and courteously to **directions and questions.**

<b>Consonant Lessons Book</b> Listens / Responds to Directions	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher's Manual and Script
<b>Consonant Lessons Workbook</b> – Oral directions	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher's Manual and Script
<b>Thinking About Mac and Tab Book 1</b> – One-step directions	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher's Guide)
<b>Thinking About Mac and Tab Book 2</b> –	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher's

One-step directions	Guide)
<b>Color Workbook</b> Listens / Responds to Directions	1-32

(3.5) **Reading/word identification.** The student uses a variety of word identification strategies.

The student is expected to:

(A) Decode by using all **letter-sound correspondences** within a word.

(B) Blend initial **letter-sounds** with common vowel spelling patterns to read words.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(3.16) **Writing/spelling.** The student spells proficiently.

The student is expected to:

(A) Write with more proficient spelling of regularly **spelled patterns** such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop).

<b>Primary Phonics Consonant Book -</b>	2-10, 11-25, 26-32
<b>Color Workbook - High-Frequency Words</b>	1-32
<b>More Primary Phonics Consonant Book - Encoding</b>	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Encoding	1-10, 11-20, 21-35, 36-48
<b>More Primary Phonics 1</b> Encoding	2-7, 9, 11, 13-15, 17-21, 23-25, 27-32, 31-33, 35-37, 39-41, 43-5, 47-51, 53-55, 57-59, 61-63, 65-67, 69-71, 73-75, 77-79, 81-87, 89-91
<b>More Primary Phonics 2</b> Encoding	2-7, 9-10, 12, 15-18, 20-29, 33-35, 37, 39-40, 43-47, 49-54, 56-59, 62-65, 68-75
<b>Primary Phonics 1</b> Encoding	4-7, 11, 13, 16-18, 19, 21, 22, 24, 26-27, 28, 31, 33, 34-35, 37, 39, 41, 43, 44-45, 47,

	51, 53-55, 57, 59, 61, 63-64, 67, 73, 75, 78-80
<b>Primary Phonics 2</b> Encoding	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69, 70-71, 73-79
<b>Primary Phonics 3</b> Encoding	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Encoding	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Encoding	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

Primary Phonics Storybooks

Kindergarten Knowledge and Skills

(K.5) **Reading/print awareness.** The student demonstrates knowledge of concepts of print.

The student is expected to:

- (A) Recognize **that print represents spoken language and conveys meaning** such as his/her own name and signs such as *Exit* and *Danger*.
- (B) Know that print moves **left-to-right across the page and top-to-bottom**.
- (C) Understands that **written words are separated by spaces**.
- (D) Know the difference between **individual letters and printed words**.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(G) Understand that spoken words are represented in written language by **specific sequences of letters**.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound	1-10, 11-20, 21-35, 36-45, 46-60, 61-75,

/ Symbol Relationships	76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher's Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(H) Recognize that different **parts of a book such as cover, title page**, and table of contents offer information.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(K.7) **Reading/letter-sound relationships.** The student uses letter-sound knowledge to decode written language.

The student is expected to:

(B) Understand that written words are composed of **letters that represent sounds**.

(C) Learn and apply **letter-sound correspondences** of a set of consonants and vowels to begin to read.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(K.11) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31- 35, 36-40, 41-45, 46-50, 51-55, 56-60, 61- 65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56- 68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80



<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

The student is expected to:

(B) Understand **simple story structure**

(D) Understand literary forms by recognizing and distinguishing among such types of texts as **stories**, poems, and information books.

<b>Thinking About Mac and Tab 1</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 10, 12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 2</b> Identify Story Elements and Characters	2, 6,10, 12, 14, 16, 18, 20 , 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher’s Guide),
<b>Thinking About Mac and Tab 3</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 24 (Teacher’s Guide)
<b>Thinking About Mac and Tab 4</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 43 (Teacher’s Guide)

<b>Thinking About Mac and Tab 5</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 44-53 (Teacher’s Guide)
<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)

*Grade 1 Knowledge and Skills*

(1.5) **Reading/print awareness.** The student demonstrates knowledge of concepts of print.

The student is expected to:

- (A) Recognize that **print represents spoken language and conveys meaning** such as his/her own name and signs such as *Exit* and *Danger*.
- (B) Know that print moves **left-to-right across the page and top-to-bottom**.
- (C) Understands that written words are separated by spaces.
- (D) Know the difference between **individual letters and printed words**.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(H) Understand that **spoken words are represented in written language by specific sequences of letters**.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80

<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(I) Recognize that different **parts of a book such as cover, title page,** and table of contents offer information.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(1.7) **Reading/letter-sound relationships.** The student uses letter-sound knowledge to decode written language.

The student is expected to:

(B) Understand that **written words are composed of letters** that represent sounds.

(C) Learn and apply **letter-sound correspondences** of a set of consonants and vowels to begin to read.

<b>More Primary Phonics 1</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>More Primary Phonics 2</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics 1</b> Identify Sound/Symbol Relationships	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>Primary Phonics 2</b> Identify Sound/Symbol Relationships	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>Primary Phonics 3</b> Identify Sound/Symbol Relationships	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4</b> Identify Sound/Symbol Relationships	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6</b> Identify Sound/Symbol Relationships	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Consonant Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-32
<b>Consonant Lessons Book</b> Identify Sound / Symbol Relationships	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>More Primary Phonics Consonant Book</b>	2-10, 11-25, 26-32

Identify Sound / Symbol Relationships	
<b>Initial Consonant Blend Book</b> Identify Sound / Symbol Relationships	1-10, 11-20, 21-35, 36-48

(D) Learn and apply the most **common letter-sound correspondences**, including the sounds represented by **single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee.**

<b>Primary Phonics Book 3</b> – Vowel Digraphs	9-14, 21-25
<b>Primary Phonics Book 4</b> – Vowel Digraphs and R-Controlled Vowels	2-14, 15-18, 35-40, The Chicken Ranch Storybook (Set 4), Fish Fun Storybook (Set 4), The White Hen Storybook (Set 4), 43-46, 47-55, 56-68, The Go-Cart Storybook (Set 4), The Lost Horse Storybook (Set 4), The Brave Hunter Storybook (Set 4), The Bird Feeder Storybook (Set 4), The Hard Worker Storybook (Set 4)
<b>Primary Phonics Book 5</b> – Vowel Digraphs	2-5, 6-11, 12-25, 26-33, The Pet Poodle Storybook (Set 5), The Good Cook Storybook (Set 5), Fun in the Snow Storybook (Set 5) A Cow in Town Storybook (Set 5), The Mouse House Storybook (Set 5)
<b>Primary Phonics Book 6</b> – Vowel Digraphs	24-25, 26-31, 32-37, 49-50, 56-61, 64

(E) **Blend initial letter-sounds** with common vowel spelling patterns to read words.  
(F) Decode by using all **letter-sound correspondences** within regularly spelled words.  
(G) Use **letter-sound knowledge** to read decodable texts (engaging coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught).

<b>Primary Phonics Consonant Book</b> – Blend Sounds	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book</b> – Blend Sounds	2-10, 11-25, 26-32

<b>Consonant Lessons Book – Blend Sounds</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Initial Consonant Blend Book – Blend Sounds</b>	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 1 – Blend Sounds</b>	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>More Primary Phonics Book 1- Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 – Blend Sounds</b>	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69,70-71, 73-79
<b>More Primary Phonics Book 2 - Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics Book 3 - Blend Sounds</b>	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics Book 4 - Blend Sounds</b>	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics Book 5 – Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Book 6 - Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

**(1.8) Reading/word identification.** The student uses a variety of word identification strategies.

The student is expected to:

- (A) Decode by using all **letter-sound correspondences** within a word.
- (B) Use common **spelling patterns** to read words.

<b>Primary Phonics Consonant Book – Blend Sounds</b>	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book – Blend Sounds</b>	2-10, 11-25, 26-32
<b>Consonant Lessons Book – Blend Sounds</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Initial Consonant Blend Book – Blend Sounds</b>	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 1 – Blend Sounds</b>	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>More Primary Phonics Book 1- Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 – Blend Sounds</b>	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69,70-71, 73-79
<b>More Primary Phonics Book 2 - Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics Book 3 - Blend Sounds</b>	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics Book 4 - Blend Sounds</b>	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics Book 5 – Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Book 6 - Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(C) Use structural cues to recognize words such as **compounds**, base words, and inflections such as –s, -es, -ed, and –ing

<b>Primary Phonics Book 3</b> – Compound Words	49-54
<b>Primary Phonics Book 4</b> – Compound Words	6, 25
<b>Primary Phonics Book 5</b> – Compound Words	10, 13, 15, 22-23, 24-25, 33, 37, 45, 55-56
<b>Primary Phonics Book 6</b> – Compound Words	40-41, 43, 54-55, 57, 67

(E) Recognize **high frequency** irregular words such as said, was, where, and is.

<b>Primary Phonics Color Workbook</b> – Color Words	1-32
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(G) Read both **regular and irregular words** automatically such as through multiple opportunities to **read and reread**.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(1.9) **Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

The student is expected to:

- (A) Read regularly in **independent-level materials** (texts in which no more than approximately 1 in 20 words is difficult to the reader).
- (B) Read **regularly in instructional-level materials** that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” first grader reads approximately 60wpm).
- (C) Read **orally from familiar texts with fluency** (accuracy, expression, appropriate phrasing, and attention to punctuation).

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<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(1.10) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.

The student is expected to:

(A) Read **fiction**, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(1.12) **Reading/comprehension.** The student uses a variety of strategies to **comprehend selections** read aloud and selections read independently.

The student is expected to:

(D) Monitor his/her own comprehension and act purposefully when comprehension breaks down using **strategies such as rereading**, searching for clues, and asking for help.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(1.14) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

The student is expected to:

(D) Recognize the distinguishing **features of familiar genres, including stories**, poems, and informational texts.

(E) Understand literary forms by recognizing an distinguishing among such types of **text as stories**, poems, and information books.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
<b>Thinking About Mac and Tab</b>	Books 1 - 5

### *Grade 2 Knowledge and Skills*

(2.5) **Reading/word identification.** The student uses a variety of word identification strategies.

The student is expected to:

(A) **Decode by using all letter-sound correspondences** within a word.

(B) **Blend initial letter-sounds** with common vowel spelling patterns to read words.

<b>Primary Phonics Consonant Book – Blend Sounds</b>	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book – Blend Sounds</b>	2-10, 11-25, 26-32
<b>Consonant Lessons Book – Blend Sounds</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Initial Consonant Blend Book – Blend Sounds</b>	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 1 – Blend Sounds</b>	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>More Primary Phonics Book 1- Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 – Blend Sounds</b>	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69,70-71, 73-79
<b>More Primary Phonics Book 2 - Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics Book 3 - Blend Sounds</b>	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics Book 4 - Blend Sounds</b>	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics Book 5 – Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

<b>Primary Phonics Book 6 - Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
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(C) Recognize **high frequency irregular words** such as said, was, where, and is

<b>Primary Phonics Color Workbook – Color Words</b>	1-32
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(E) Use structural cues to recognize words such as **compounds**, base words, and inflections such as –s, -es, -ed, and –ing

<b>Primary Phonics Book 3 – Compound Words</b>	49-54
<b>Primary Phonics Book 4 – Compound Words</b>	6, 25
<b>Primary Phonics Book 5 – Compound Words</b>	10, 13, 15, 22-23, 24-25, 33, 37, 45, 55-56
<b>Primary Phonics Book 6 – Compound Words</b>	40-41, 43, 54-55, 57, 67

(H) Read both **regular and irregular words** automatically such as through multiple opportunities to read and reread.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(2.6) **Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

The student is expected to:

(A) Read **regularly in independent-level materials** (texts in which no more than approximately 1 in 20 words is difficult to the reader).

(B) Read **regularly in instructional-level materials** that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” second grader reads approximately 70wpm).

(C) Read **orally from familiar texts with fluency** (accuracy, expression, appropriate phrasing, and attention to punctuation).

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(2.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.

The student is expected to:

(B) Read from a **variety of genres for pleasure** and to acquire information from both print and electronic sources.

(C) Read to accomplish various purposes, **both assigned** and self-selected.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(2.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

The student is expected to:

(D) Monitor **his/her own comprehension** and act purposefully when comprehension breaks down using **strategies such as rereading, searching for clues, and asking for help.**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(2.11) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

The student is expected to:

(D) Recognize the distinguishing features of **familiar genres, including stories**, poems, and informational texts.

(G) Understand literary forms by recognizing and distinguishing among such types of **text as stories**, poems, and information books.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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### *Grade 3 Knowledge and Skills*

(3.5) **Reading/word identification.** The student uses a variety of word identification strategies.

The student is expected to:

(A) Decode by using **all letter-sound correspondences** within a word.

(B) **Blend initial letter-sounds** with common vowel spelling patterns to read words.

<b>Primary Phonics Consonant Book – Blend Sounds</b>	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book – Blend Sounds</b>	2-10, 11-25, 26-32
<b>Consonant Lessons Book – Blend Sounds</b>	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Initial Consonant Blend Book – Blend Sounds</b>	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 1 – Blend Sounds</b>	1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80
<b>More Primary Phonics Book 1- Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 – Blend Sounds</b>	4, 5, 7, 11, 12-13, 15, 18-21, 22-23, 25, 27, 29, 30, 35-36, 37, 39, 43, 45, 47, 49, 51, 55, 56-57, 61, 63, 64, 68, 69,70-71, 73-79
<b>More Primary Phonics Book 2 - Blend Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
<b>Primary Phonics Book 3 - Blend Sounds</b>	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics Book 4 - Blend Sounds</b>	2-15, 16-25, 26-40, 41-55, 56-70, 71-80

<b>Primary Phonics Book 5 – Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics Book 6 - Blend Sounds</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

(F) Read both regular and irregular words automatically such as through multiple opportunities to read and reread.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(3.6) **Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

The student is expected to:

- (A) Read **regularly in independent-level materials** (texts in which no more than approximately 1 in 20 words is difficult to the reader).
- (B) Read **regularly in instructional-level materials** that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” third grader reads approximately 80 wpm).
- (C) **Read orally from familiar texts with fluency** (accuracy, expression, appropriate phrasing, and attention to punctuation).

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(3.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.

The student is expected to:

- (B) Read from a **variety of genres for pleasure** and to acquire information from both print and electronic sources.
- (C) Read to **accomplish various purposes**, both assigned and self-selected.

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend **selections read aloud and selections read independently.**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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The student is expected to:

(D) Monitor his/her own comprehension and act purposefully when comprehension breaks down using **strategies such as rereading, searching for clues, and asking for help.**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(3.11) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

The student is expected to:

(D) Recognize the **distinguishing features of familiar genres, including stories, poems, and informational texts.**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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(G) Understand literary forms by recognizing and distinguishing among such types of **text as stories, poems, and information books.**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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Thinking About Mac and Tab

*Kindergarten Knowledge and Skills*

(K.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud.

The student is expected to:

(C) **Retell or act out the order of important events in stories.**

<b>Thinking About Mac and Tab 1 Sequence</b>	3, 5, 7, 9, 11, 13, 15, 17, 19, 21
<b>Thinking About Mac and Tab 2 Sequence</b>	13, 15, 17, 19, 21
<b>Thinking About Mac and Tab 3 Sequence</b>	12, 14, 16, 18, 20

<b>Thinking About Mac and Tab 4</b> Sequence	12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 5</b> Sequence	12, 14, 16, 18, 20

(K.11) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

The student is expected to:

(B) Understand **simple story structure**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
<b>Thinking About Mac and Tab 1</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 10, 12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 2</b> Identify Story Elements and Characters	2, 6, 10, 12, 14, 16, 18, 20, 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher’s Guide),
<b>Thinking About Mac and Tab 3</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 24 (Teacher’s Guide)
<b>Thinking About Mac and Tab 4</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 43 (Teacher’s Guide)
<b>Thinking About Mac and Tab 5</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 44-53 (Teacher’s Guide)

*Grade 1 Knowledge and Skills*

(1.12) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud.

The student is expected to:

(C) Retell or act **out the order of important events** in stories.



<b>Thinking About Mac and Tab 1</b> Sequence	3, 5, 7, 9, 11, 13, 15, 17, 19, 21
<b>Thinking About Mac and Tab 2</b> Sequence	13, 15, 17, 19, 21
<b>Thinking About Mac and Tab 3</b> Sequence	12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 4</b> Sequence	12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 5</b> Sequence	12, 14, 16, 18, 20

(F) Make and **explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions.**

<b>Thinking About Mac and Tab 1</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher's Guide)
<b>Thinking About Mac and Tab 2</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher's Guide)
<b>Thinking About Mac and Tab 3</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13, 24-33 (Teacher's Guide)
<b>Thinking About Mac and Tab 4</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 34-43 (Teacher's Guide)
<b>Thinking About Mac and Tab 1</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 10, 12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 2</b> Identify Story Elements and Characters	2, 6, 10, 12, 14, 16, 18, 20, 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher's Guide),

<b>Thinking About Mac and Tab 3</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 24 (Teacher’s Guide)
<b>Thinking About Mac and Tab 4</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 43 (Teacher’s Guide)
<b>Thinking About Mac and Tab 5</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 44-53 (Teacher’s Guide)

(1.14) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

The student is expected to:

(B) Understand **simple story structure**

(I) Recognize **story problem(s) or plot.**

<b>Thinking About Mac and Tab 1</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher’s Guide)
<b>Thinking About Mac and Tab 2</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher’s Guide)
<b>Thinking About Mac and Tab 3</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13, 24-33 (Teacher’s Guide)
<b>Thinking About Mac and Tab 4</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 34-43 (Teacher’s Guide)
<b>Thinking About Mac and Tab 1</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 10, 12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 2</b> Identify Story Elements and Characters	2, 6, 10, 12, 14, 16, 18, 20, 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher’s Guide),

<b>Thinking About Mac and Tab 3</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 24 (Teacher's Guide)
<b>Thinking About Mac and Tab 4</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 43 (Teacher's Guide)
<b>Thinking About Mac and Tab 5</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 44-53 (Teacher's Guide)

### ***Grade 2 Knowledge and Skills***

(2.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud.

The student is expected to:

(C) **Retell or act out the order of important events in stories.**

<b>Thinking About Mac and Tab 1</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher's Guide)
<b>Thinking About Mac and Tab 2</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher's Guide)
<b>Thinking About Mac and Tab 3</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13, 24-33 (Teacher's Guide)
<b>Thinking About Mac and Tab 4</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 34-43 (Teacher's Guide)
<b>Thinking About Mac and Tab 1</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 10, 12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 2</b> Identify Story Elements and Characters	2, 6, 10, 12, 14, 16, 18, 20, 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher's Guide),

<b>Thinking About Mac and Tab 3</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 24 (Teacher's Guide)
<b>Thinking About Mac and Tab 4</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 43 (Teacher's Guide)
<b>Thinking About Mac and Tab 5</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 44-53 (Teacher's Guide)

(F) Make and **explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions.**

<b>Thinking About Mac and Tab 1</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher's Guide)
<b>Thinking About Mac and Tab 2</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher's Guide)
<b>Thinking About Mac and Tab 3</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13, 24-33 (Teacher's Guide)
<b>Thinking About Mac and Tab 4</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 34-43 (Teacher's Guide)

(2.10) **Reading/literary response.** The student responds to various texts.

The student is expected to:

(C) Support **interpretations or conclusions with examples drawn from text.**

<b>Thinking About Mac and Tab 1</b> Identify Answers in Text	3 (Teacher's Guide), 5 (Teacher's Guide), 8 (Teacher's Guide), 9 (Teacher's Guide)
<b>Thinking About Mac and Tab 2</b> Identify Answers in Text	3, 5, 7, 9, 11, 13, 14 (Teacher's Guide), 16 (Teacher's Guide), 19 (Teacher's Guide),

	21 (Teacher’s Guide), 23 (Teacher’s Guide)
<b>Thinking About Mac and Tab 3</b> Identify Answers in Text	3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 24 (Teacher’s Guide), 25 (Teacher’s Guide), 26 (Teacher’s Guide), 27 (Teacher’s Guide), 28 (Teacher’s Guide), 33 (Teacher’s Guide)
<b>Thinking About Mac and Tab 4</b> Identify Answers in Text	3, 5, 7, 9, 11, 12, 13, 15, 17, 19, 21, 35 (Teacher’s Guide), 36 (Teacher’s Guide), 37 (Teacher’s Guide), 38 (Teacher’s Guide), 39 (Teacher’s Guide), 40 (Teacher’s Guide)

(2.11) **Reading/text structures/literary concepts.** The student recognizes characteristics of various types of texts.

The student is expected to:

(J) Recognize **story problem(s) or plot.**

<b>Thinking About Mac and Tab 1</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13 (Teacher’s Guide)
<b>Thinking About Mac and Tab 2</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 14-23 (Teacher’s Guide)
<b>Thinking About Mac and Tab 3</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 4-13, 24-33 (Teacher’s Guide)
<b>Thinking About Mac and Tab 4</b> Understand Explicit and Implicit Ideas	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 34-43 (Teacher’s Guide)
<b>Thinking About Mac and Tab 1</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 10, 12, 14, 16, 18, 20
<b>Thinking About Mac and Tab 2</b> Identify Story Elements and Characters	2, 6, 10, 12, 14, 16, 18, 20, 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher’s Guide),

<b>Thinking About Mac and Tab 3</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 24 (Teacher's Guide)
<b>Thinking About Mac and Tab 4</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 43 (Teacher's Guide)
<b>Thinking About Mac and Tab 5</b> Identify Story Elements and Characters	2, 4, 6, 8, 10, 44-53 (Teacher's Guide)