



*Literacy and Intervention*

## CALIFORNIA STATE STANDARDS

# Primary Phonics®

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

Grades K-2



## California – Primary Phonics

### English-Language Arts Content Standards for California Public Schools

#### ***Kindergarten***

#### **Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

#### **Concepts About Print**

1.5 Distinguish letters from **words**.

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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1.6 **Recognize** and name **all uppercase and lowercase letters** 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

#### **Phonemic Awareness**

1.7 **Track (move sequentially from sound to sound)** and represent the number, sameness/difference, and order of two and three isolated phonemes.

<b>Primary Phonics Book 1 – Blending and Segmenting 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 - Blending and Segmenting Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 - Blending and Segmenting 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 - Blending and Segmenting Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80
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1.9 **Blend vowel-consonant sounds** orally to make words or syllables.

<b>Primary Phonics Book 1 – Blending and Segmenting 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 - Blending and Segmenting Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 - Blending and Segmenting 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 - Blending and Segmenting Sounds</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80

## Decoding and Word Recognition

1.14 Match all **consonants and short-vowel sounds** to appropriate letters.

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

1.15 Read simple **one-syllable** and **high-frequency** words (i.e., sight words)

<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

1.16 Understand that as letters of words change, so do the sounds (i.e., the **alphabetic principle**)

<b>Primary Phonics Consonant Book -</b> Matching sounds to symbols	2-10, 11-25, 26-32
<b>More Primary Phonics Consonant Book -</b> Matching sounds to symbols	2-10, 11-25, 26-32
<b>Consonant Lessons Book -</b> Matching sounds to symbols	2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script
<b>Primary Phonics Book 1 -</b> Matching sounds to symbols	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 -</b> Matching sounds to symbols	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96
<b>Primary Phonics Book 2 -</b> Matching sounds to symbols	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80
<b>More Primary Phonics Book 2 -</b> Matching sounds to symbols	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80

**Writing 1.0 Writing Strategies**

Students write words and **brief sentences** that are legible.

<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	10, 15-16, 22, 26, 31, 40, 46, 50, 52, 59-60

Sentences	
<b>Primary Phonics Book 3 – Forming Sentences</b>	11, 26, 29, 38, 44, 54, 57, 64, 68, 75
<b>Primary Phonics Book 4 – Forming Sentences</b>	3, 11, 17, 40, 46, 51, 72
<b>Primary Phonics Book 5 – Forming Sentences</b>	5, 21, 41, 53, 71
<b>Primary Phonics Book 6 – Forming Sentences</b>	7, 17, 31, 37, 47, 65, 74

### Organization and Focus

#### 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)

<b>Primary Phonics Book 1 – CVC Words</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 – CVC Words</b>	2-7, 9, 11, 13-15, 17-21, 23-25, 27-29, 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

#### 1.3 Write by moving left to right and from top to bottom

<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, 27-32, 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

### Penmanship

1.4 Write uppercase and **lowercase letters** of the alphabet independently, attending to the **form and proper spacing** of the letters.

<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

## Spelling

1.2 Spell independently by using pre-phonetic knowledge, **sound of the alphabet**, and **knowledge of letter names**.

<b>Initial Consonant Blend Book</b> - Encoding	1-10, 11-20, 21-35, 36-48
<b>Primary Phonics Book 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>More Primary Phonics Book 1</b> - Encoding	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
<b>Primary Phonics Book 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>More Primary Phonics Book 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

## Comprehension

1.1 Understand and follow **one-** and two-step **oral directions**.

<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)
	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-

<b>Thinking About Mac and Tab Book 2 –</b> One-step directions	17, 18-19, 20-21, 14-23 (Teacher’s Guide)
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***Grade 1***

**Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print

**1.1 Match oral words to printed words**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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**1.3 Identify letters, words, and sentences.**

<b>All Primary Phonics Storybooks</b>	(5 Sets of 10 Storybooks)
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Phonemic Awareness

**1.4 Distinguish initial, medial, and final sounds in single-syllable words.**

<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
	1-10, 11-20, 21-35, 36-45, 46-60, 61-75,

<b>More Primary Phonics Book 1- Segment Sounds</b>	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

1.8 **Blend two to four phonemes into recognizable words** (e.g., /c//a//t/ = cat; /f//l//a//t/ = flat).

<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

## Decoding and Word Recognition

1.10 Generate the sounds from all the letters and letter patterns, including **consonant blends and long-and short-vowel patterns (i.e., phonograms)**, and blend those sounds into recognizable words.

<b>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
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<b>More Primary Phonics Book 1- Short Vowels</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96, The Cab Storybook (Set M1), Kim and Wag Storybook (Set M1), The Van and the Hot Rod Storybook (Set M1), Fun in the Mud Storybook (Set M1), Hal and Nip Storybook (Set M1), Cop Cat Storybook (Set M1), The Wet Pup Storybook (Set M1), The Cod and the Fat Cat Storybook (Set M1), Del Storybook (Set M1), Gum on a Cat Storybook (Set M1)
<b>Primary Phonics Book 2 – Long Vowels</b>	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80, The Bee Storybook, The Goat Storybook, Sail Storybook, The Seal Storybook, Hide and Seek Storybook, The Fire Storybook
<b>More Primary Phonics Book 2 – Long Vowels</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80, A Fine Coat Storybook (Set M2), Cop Cat and the Mule (Set M2), A Real Pal (Set M2), Rose and Weed (Set M2), The Deer (Set M2), Babe, the Big Hit Storybook (Set M2), Make the Bed Storybook (Set M2), Mole Storybook (Set M2), A Ride on the Bus Storybook (Set M2), The Lie Storybook (Set M2)
<b>Primary Phonics Book 3 – Consonant Blends</b>	13-17, 18-21, 22-32, 33-48, Slide Storybook (Set 3), The Plane Trip Storybook (Set 3), Spot Storybook (Set 3), The Prints Storybook (Set 3), The Dream Storybook (Set 3), The Best Gift Storybook (Set 3)
<b>Primary Phonics Book 4 – Consonant Blends</b>	7-9

1.11 Read common, irregular **sight words** (e.g., the, have, said, come, give, of)

<b>Primary Phonics Color Workbook – Color Words</b>	1-32
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1.12 Use knowledge of **vowel digraphs and r-controlled letter-sound** associations 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

1.13 Read **compound words** and contractions.

<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

1.14 Read **inflectional forms (e.g., -s, -ed, -ing)** and root words (e.g., look, looked, looking)

<b>Primary Phonics Book 3 – Inflectional Endings</b>	1-6, 7-12
<b>Primary Phonics Book 6 – Inflectional Endings</b>	26-30

### **Written and Oral English Language Conventions 1.0**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### **Punctuation**

1.5 Use a **period, exclamation point, or question mark at the end of sentences**

#### **Capitalization**

1.7 Capitalize the **first word of a sentence**, names of people, and the pronoun I.

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

#### Spelling

1.8 Spell **three- and four-letter short-vowel words** and **grade-level appropriate sight words** correctly.

<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 Encoding</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>Primary Phonics 3 Encoding</b>	2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80
<b>Primary Phonics 4 Encoding</b>	2-15, 16-25, 26-40, 41-55, 56-70, 71-80
<b>Primary Phonics 5 Encoding</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
<b>Primary Phonics 6 Encoding</b>	2-15, 16-30, 31-50, 51-60, 61-73, 74-80

## **Grade 2**

### **Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Decoding and Word Recognition

1.1 Recognize and use knowledge of spelling patterns (e.g., **diphthongs, special vowel spellings**) when reading.

<b>Primary Phonics Book 3</b> –Diphthongs	9-14, 21-25
<b>Primary Phonics Book 4</b> – Diphthongs	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</b> – Diphthongs	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> – Diphthongs	24-25, 26-31, 32-37, 49-50, 56-61, 64

1.3 Decode two-syllable nonsense words and regular **multi-syllable words**.

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

#### Vocabulary and Concept Development

1.7 Understand and explain common **antonyms and synonyms**.

<b>Thinking About Mac and Tab 1</b> Synonyms and Antonyms	5 (Teacher’s Guide), 9 (Teacher’s Guide)
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1.8 Use knowledge of individual words in unknown **compound words** to predict their meaning.

<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

**Written and Oral English Language Conventions 1.0**

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.2 Recognize and use the correct **word-order in written sentences**.

<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

Sentences	
<b>Primary Phonics Book 5 – Forming Sentences</b>	5, 21, 41, 53, 71
<b>Primary Phonics Book 6 – Forming Sentences</b>	7, 17, 31, 37, 47, 65, 74

### Spelling

1.7 Spell frequently use, **irregular words** correctly (e.g., was, were, says, said, who, what why).

<b>Color Workbook - High-Frequency Words</b>	1-32
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1.8 Spell basic **short-vowel, long-vowel, r-controlled, and consonant blend** patterns correctly.

<b>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
<b>More Primary Phonics Book 1- Short Vowels</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-85, 86-96, The Cab Storybook (Set M1), Kim and Wag Storybook (Set M1), The Van and the Hot Rod Storybook (Set M1), Fun in the Mud Storybook (Set M1), Hal and Nip Storybook (Set M1), Cop Cat Storybook (Set M1), The Wet Pup Storybook (Set M1), The Cod and the Fat Cat Storybook (Set M1), Del Storybook (Set M1), Gum on a Cat Storybook (Set M1)
<b>Primary Phonics Book 2 – Long Vowels</b>	2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80, The Bee Storybook, The Goat Storybook, Sail Storybook, The Seal



	Storybook, Hide and Seek Storybook, The Fire Storybook
<b>More Primary Phonics Book 2 – Long Vowels</b>	1-10, 11-20, 21-35, 36-45, 46-60, 61-75, 76-80, A Fine Coat Storybook (Set M2), Cop Cat and the Mule (Set M2), A Real Pal (Set M2), Rose and Weed (Set M2), The Deer (Set M2), Babe, the Big Hit Storybook (Set M2), Make the Bed Storybook (Set M2), Mole Storybook (Set M2), A Ride on the Bus Storybook (Set M2), The Lie Storybook (Set M2)
<b>Primary Phonics Book 3 – Consonant Blends</b>	13-17, 18-21, 22-32, 33-48, Slide Storybook (Set 3), The Plane Trip Storybook (Set 3), Spot Storybook (Set 3), The Prints Storybook (Set 3), The Dream Storybook (Set 3), The Best Gift Storybook (Set 3)
<b>Primary Phonics Book 4 – Consonant Blends and R-Controlled Vowels</b>	7-9, 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)

### ***Grade 3***

#### **Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Decoding and Word Recognition

##### 1.2 Decode regular **multi-syllabic words**

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

<b>Primary Phonics Book 6</b> – Multi-syllabic words	2-15, 16-30, 31-50, 51-60, 61-73, 74-80
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### Written and Oral English Language Conventions 1.0

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### Spelling

1.8 Spell correctly **one-syllable words that have blends, contractions, compounds, orthographic patterns** (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g., hair-hare).

<b>Primary Phonics Book 3</b> – Consonant Blends	13-17, 18-21, 22-32, 33-48, Slide Storybook (Set 3), The Plane Trip Storybook (Set 3), Spot Storybook (Set 3), The Prints Storybook (Set 3), The Dream Storybook (Set 3), The Best Gift Storybook (Set 3)
<b>Primary Phonics Book 4</b> – Consonant Blends	7-9, 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 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
<b>Primary Phonics 3</b> f, l, s, Rule	59-66, The Sea Gull Storybooks (Set 3)
<b>Primary Phonics 3</b> k / ck	67-71, The Lost Duck Storybook (Set 3)
<b>Primary Phonics 5</b> Common Spelling Patterns	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</b> Spelling Rules for Endings	27, 29

Primary Phonics Storybooks

***Kindergarten***

**Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the **front cover, back cover, and title page** of a book.
- 1.2 Follow words from **left to right and top to bottom** on the printed page.
- 1.3 Understand that **printed materials provide information**.
- 1.4 Recognize that sentences in print are made up of **separate words**.
- 1.5 **Distinguish letters from words**.

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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Phonemic Awareness

- 1.9 Blend **vowel-consonant sounds orally** to make words or syllables.

1.12 Track **auditorily each word in a sentence** and each syllable in a word.

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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Decoding and Word Recognition

1.15 **Read simple one-syllable and high-frequency words** (i.e., sight words).

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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### **Reading 2.0 Reading Comprehension**

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use **pictures and context** to make predictions about story content.

### **Reading 3.0 Literary Response and Analysis**

Students **listen and respond to stories** based on well-known characters, themes, plots, and settings.

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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Narrative Analysis of Grade-Level-Appropriate Text

3.2 **Identify types of everyday print materials** (e.g., storybooks, poems, newspapers, signs, labels).

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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## ***Grade 1***

### **Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading

Concepts About Print

1.1 Match **oral words to printed words**.

1.2 Identify the **title and author of a reading selection.**

1.3 **Identify letters, words, and sentences.**

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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Phonemic Awareness

1.8 Blend **two to four phonemes into recognizable words** (e.g., /c//a//t/ = cat; /f//l//a//t/ = flat).

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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Decoding and Word Recognition

1.10 Generate the **sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.**

1.11 Read common, **irregular sight words** (e.g., the, have, said, come, give, of).

1.12 Use knowledge of **vowel digraphs and r-controlled letter-sound associations** to read words.

1.13 Read **compound words and contractions.**

1.14 **Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).**

1.16 **Read aloud with fluency** in a manner that sounds like natural speech.

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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## **Reading 2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 **Use context to resolve ambiguities** about word and sentence meanings.

2.5 **Confirm predictions** about what will happen next in a text by identifying **key words** (i.e., signpost words)

<b>All Primary Phonics Storybooks</b>	(5 sets of 10 Storybooks)
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## ***Grade 2***

### **Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Decoding and Word Recognition

1.1 Recognize and use knowledge of **spelling patterns** (e.g., diphthongs, special vowel spellings) **when reading**.

1.3 Decode **two-syllable** nonsense words and regular **multisyllable words**.

1.6 **Read aloud fluently and accurately** and with appropriate intonation and expression.

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

## ***Kindergarten***

### **Reading 2.0 Reading Comprehension**

Students identify the basic facts and ideas in what they have read, heard, or viewed.

They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

#### Comprehension and Analysis of Grade-Level-Appropriate Text

2.5 Ask and **answer questions** about **essential elements of a text**.

<b>Thinking About Mac and Tab 1</b> Respond to Literal Questions	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> Respond to Literal Questions	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> Respond to Literal Questions	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21

<b>Thinking About Mac and Tab 4</b> Respond to Literal Questions	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 5</b> Respond to Literal Questions	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 44-53 (Teacher’s Guide)

**Reading 3.0 Literary Response and Analysis**

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

**3.3 Identify characters, settings, and important events.**

<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**

**Reading 2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text  
 2.2 Respond to *who, what, when, where, and how* questions.

<b>Thinking About Mac and Tab 1</b> Respond to Literal Questions	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> Respond to Literal Questions	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> Respond to Literal Questions	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21
<b>Thinking About Mac and Tab 4</b> Respond to Literal Questions	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 5</b> Respond to Literal Questions	2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 44-53 (Teacher's Guide)

2.7 Retell the **central ideas** of simple expository or **narrative passages**.

<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 5</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, 44-53 (Teacher's Guide)



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## ***Grade 2***

### **Reading 2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students begin to make progress toward this goal.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

**2.5 Restate facts and details in the text** to clarify and organize ideas.

<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 5</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, 44-53 (Teacher’s Guide)

## ***Grade 3***

### **Reading 2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources). In addition

to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students begin to make substantial progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and **support answers by connecting prior knowledge with literal information found in**, and inferred from, the **text**.

2.3 Demonstrate comprehension by **identifying answers in the 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)
<b>Thinking About Mac and Tab 5</b> Identify Answers in Text	3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 44 (Teacher’s Guide), 45 (Teacher’s Guide), 46 (Teacher’s Guide), 47 (Teacher’s Guide), 50 (Teacher’s Guide), 52 (Teacher’s Guide), 53 (Teacher’s Guide)

2.6 Extract **appropriate and significant information from the text**, including problems and solutions.

<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)
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<p><b>Thinking About Mac and Tab 2</b> Understand Explicit and Implicit Ideas</p>	<p>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)</p>
<p><b>Thinking About Mac and Tab 3</b> Understand Explicit and Implicit Ideas</p>	<p>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)</p>
<p><b>Thinking About Mac and Tab 4</b> Understand Explicit and Implicit Ideas</p>	<p>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)</p>
<p><b>Thinking About Mac and Tab 5</b> Understand Explicit and Implicit Ideas</p>	<p>2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 44-53 (Teacher's Guide)</p>