



*Literacy and Intervention*

## FLORIDA STATE STANDARDS

# Primary Phonics®

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

Grades K-2



## Florida – Primary Phonics

### Primary Phonics Workbooks

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| <b><i>General Language Arts Standards (Pre K – 2)</i></b> |
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**Reading Standard 1:** The student uses the reading process effectively.

LA.A.1.1.2. Identifies words and **constructs meaning from text, illustrations, graphics, and charts** using the **strategies of phonics, word structure and context clues.**

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| <b>Thinking About Mac and Tab 1</b> Use Picture Clues to Understand Text | 10, 12, 14, 16, 18, 20, 4 (Teacher’s Guide), 6 (Teacher’s Guide), 8 (Teacher’s Guide), 9 (Teacher’s Guide), 10 (Teacher’s Guide) |
| <b>Thinking About Mac and Tab 2</b> Use Picture to Make Predictions      | 15 (Teacher’s Guide), 17 (Teacher’s Guide)   |
| <b>Thinking About Mac and Tab 3</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21   |
| <b>Thinking About Mac and Tab 4</b> Use Picture Clues to Understand Text | 12, 15, 17, 19, 21, (40 (Teacher’s Guide)  |
| <b>Thinking About Mac and Tab 5</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21, 44 (Teacher’s Guide)   |
| <b>Primary Phonics 1</b> Connected Text (using cueing systems)           | All Primary Phonics Storybooks (5 sets of 10 each)   |

### Grade Level Expectations

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| <b><i>Kindergarten Standards</i></b> |
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#### Reading

- Knows the **sounds of the letters of the alphabet.**
- Understands **basic phonetic principles.**

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| <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 |

- Knows **rhyming words**.

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| <b>Primary Phonics 1 Rhyming Words</b> | 13, 17, 21, 27, 35, 37, 45, 47, 49, 55, 67, 73, 75, 77 |
| <b>Primary Phonics 2 Rhyming Words</b> | 7, 9, 12-13, 19, 21, 25, 37, 43, 47, 55, 57, 61        |

- Knows words that have the same **initial and final sounds**.
- Knows which sound is in the **beginning, middle, end** of a word.

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| <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    |

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| <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           |

- **Blends individual sounds into words.**

### **Grade 1 Standards**

#### Reading

- Uses basic elements of phonetic analysis.
  - Hears, **segments, substitutes, and blends sounds** in words.

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| <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</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, |

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| Sounds  | 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 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     |

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

- Uses **sound/symbol relationships** as visual cues for decoding.

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| <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 Identify Sound/Symbol Relationships</b>        | 2-7, 8-14, 15-27, 28-36, 37-48, 49-55, 56-68, 69-72, 73-80  |
| <b>Primary Phonics 3 Identify</b>                                   | 2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77,   |

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|--|--|
| Sound/Symbol Relationships   | 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  |

- Uses knowledge of individual words in unknown **compound words** to predict their meaning.

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| <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 |

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| <b>Primary Phonics Book 6 – Compound Words</b> | 40-41, 43, 54-55, 57, 67 |
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- Uses **simple reference material** to obtain information.

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| <b>Primary Phonics Picture Dictionary</b> | Picture Dictionary – Simple reference |
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### ***Grade 2 Standards***

#### Reading

- **Blends sound components into words.**
- Applies knowledge of **beginning letters** (onsets) and **spelling patterns** (rimes) in singles and multi-syllable words as visual cues for decoding.

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|--|---|
| <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    |



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|---|--|
| <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 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     |

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

- Uses knowledge of contractions, base words, and **compound words** to determine meanings of words.

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| <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                    |

- Uses **simple reference material**.

|   |                                       |
|---|---------------------------------------|
| <b>Primary Phonics Picture Dictionary</b> | Picture Dictionary – Simple reference |
|---|---------------------------------------|

**Writing Standard 1:** The student uses the writing process effectively.

LA.B.1.1.2 The student drafts and revises **simple sentences** and passages, stories, letters, and simple explanations that

- express ideas clearly;
- show an awareness of topic and audience;
- have a beginning, middle, and ending;
- effectively use common words;
- have supporting detail; and
- are in legible printing.

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|---|--|
| <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  |

Grade Level Expectations

***Kindergarten Standards***

Writing

- Uses directionality of print in writing
  - Including, but not limited to **left-to-right, top-to-bottom spacing** between words.

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|---|--|
| <b>Consonant Lessons Book – Forming</b> | 2-10, 11-25, 26-30, 31-50, 51-65, 66-72, Teacher’s Manual and Script |
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|--|---|
| Letters  |   |
| <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    |

*Grade 1 Standards*

Writing

- Writes **legibly using manuscript form.**
  - Prints numbers and **upper- and lower-case letters.**
  - Uses **left to right sequencing.**
  - **Spaces between words and sentences.**

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|--|---|
| <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    |

- **Spells commonly used, phonetically regular words** at first grade or higher level.

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|---|---------------------------|
| <b>Primary Phonics Consonant Book - Encoding</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 |

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| <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  |

- Uses **complete sentences** in writing.
- Uses **end punctuation** and **capitalizes initial words** of sentences, names of people, “I”, days of the week, and months of the year.

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| <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  |

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| <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 |

### ***Grade 2 Standards***

Writing

- **Writes legibly.**

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| <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, 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  |

- **Spells frequently used words correctly.**

|   |  |
|---|--|
| <b>Primary Phonics Consonant Book - Encoding</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- |

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|  | 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  |

*General Language Arts Standards ( 3 – 5)*

**Reading Standard 1:** The student uses the reading process effectively.

LA.A.1.2.2. Selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.

***Grade 3 Standards***

Reading

- Uses **decoding strategies to clarify pronunciation** (for example, less common **vowel patterns**, homophones).

|  |  |
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| <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) |

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| <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 6 – Diphthongs</b> | 24-25, 26-31, 32-37, 49-50, 56-61, 64  |

Primary Phonics Storybooks

*General Language Arts Standards (Pre K – 2)*

**Reading Standard 1:**The student uses the reading process effectively.

LA.A.1.1.1. **Predicts what a passage is about based on its title and illustrations.**

LA.A.1.1.2. Identifies **words and constructs meaning from text, illustrations, graphics, and charts** using the strategies of phonics, word structure and context clues.

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

LA.A.1.1.3. Uses knowledge of appropriate grade-, age-, and developmental-level **vocabulary in reading.**

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

LA.A.1.1.4. Increases **comprehension by rereading, retelling, and discussion**

|                                   |             |
|-----------------------------------|-------------|
| <b>Thinking About Mac and Tab</b> | Books 1 - 5 |
|-----------------------------------|-------------|

**Reading Standard 2:**The student constructs meaning from a wide range of texts.

LA.A.2.1.1. Determines the **main idea of essential message** from text and identifies supporting information

|   |  |
|---|--|
| <b>Thinking About Mac and Tab 1</b><br>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><br>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><br>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><br>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><br>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)       |

### ***Kindergarten Standards***

#### Reading

- Uses titles and illustrations to make oral predictions.
- Understands how print is organized and read
  - **Locating print on a page**
  - **Matching print to speech**
  - **Knowing parts of a book**
  - **Reading top-to-bottom**

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

- Understands the concept of words and **constructs meaning** from shared text, **illustrations**, graphics, and charts

|  |  |
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| <b>Thinking About Mac and Tab 1</b> Use Picture Clues to Understand Text | 10, 12, 14, 16, 18, 20, 4 (Teacher's Guide), 6 (Teacher's Guide), 8 (Teacher's Guide), 9 (Teacher's Guide), 10 (Teacher's Guide) |
| <b>Thinking About Mac and Tab 2</b> Use Picture to Make Predictions      | 15 (Teacher's Guide), 17 (Teacher's Guide)   |
| <b>Thinking About Mac and Tab 3</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21   |
|  | 12, 15, 17, 19, 21, (40 (Teacher's Guide)  |

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| <b>Thinking About Mac and Tab 4</b> Use Picture Clues to Understand Text |  |
| <b>Thinking About Mac and Tab 5</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21, 44 (Teacher's Guide) |

- Understands **basic phonetic principles**

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

- Understands that **print conveys meaning**

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

- Develops vocabulary by **discussing characters and events** from a story

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| <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) |

- Uses **strategies to comprehend text**

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

- Understands that **illustrations reinforce the information** in a text

|  |  |
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| <b>Thinking About Mac and Tab 1</b> Use Picture Clues to Understand Text | 10, 12, 14, 16, 18, 20, 4 (Teacher's Guide), 6 (Teacher's Guide), 8 (Teacher's Guide), 9 (Teacher's Guide), 10 (Teacher's Guide) |
| <b>Thinking About Mac and Tab 2</b> Use Picture to Make Predictions      | 15 (Teacher's Guide), 17 (Teacher's Guide)   |
| <b>Thinking About Mac and Tab 3</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21   |
| <b>Thinking About Mac and Tab 4</b> Use Picture Clues to Understand Text | 12, 15, 17, 19, 21, (40 (Teacher's Guide))   |
| <b>Thinking About Mac and Tab 5</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21, 44 (Teacher's Guide)   |

### ***Grade 1 Standards***

#### Reading

- Uses prior knowledge, **illustrations, and text** to make predictions.

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|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

- Uses basic elements of **phonetic analysis**.
- Uses **sound/symbol relationships** as visual cues for decoding.

|   |   |
|---|---|
| <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 /                              | 2-10, 11-25, 26-30, 31-50, 51-65, 66-72,  |

|   |                             |
|---|-----------------------------|
| Symbol Relationships  | Teacher’s Manual and Script |
| <b>More Primary Phonics Consonant Book</b><br>Identify Sound / Symbol Relationships | 2-10, 11-25, 26-32          |
| <b>Initial Consonant Blend Book</b> Identify<br>Sound / Symbol Relationships        | 1-10, 11-20, 21-35, 36-48   |

- Cross checks **visual, structural, and meaning cues** to figure out unknown words.

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

- Uses a **variety of strategies to comprehend text**

|                                   |             |
|-----------------------------------|-------------|
| <b>Thinking About Mac and Tab</b> | Books 1 - 5 |
|-----------------------------------|-------------|

### ***Grade 2 Standards***

#### Reading

- Uses prior knowledge, **illustrations, and text to make and confirm predictions.**
- **Blends sound components** into words

|   |  |
|---|--|
| <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   |

- Applies knowledge of **beginning letters (onsets) and spelling patterns (rimes)** in single and multi-syllable words as visual cues for decoding.

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

|   |   |
|---|---|
| Beginning and Ending Sounds   |   |
| <b>More Primary Phonics Consonant Book</b><br>- 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</b> - Segment Sounds                              | 2-15, 16-25, 26-40, 41-55, 56-70, 71-80   |
| <b>Primary Phonics Book 5</b> - Segment Sounds                              | 2-15, 16-30, 31-50, 51-60, 61-73, 74-80   |
| <b>Primary Phonics Book 1</b> – Blending and Segmenting 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 - Blending and Segmenting Sounds</b> | 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   |
| <b>More Primary Phonics Book 3 - Blending and Segmenting Sounds</b> | 2-5, 6-8, 9-14, 15-27, 28-41, 42-60, 61-77, 78-80  |
| <b>More Primary Phonics Book 4 - Blending and Segmenting Sounds</b> | 2-15, 16-25, 26-40, 41-55, 56-70, 71-80  |
| <b>More Primary Phonics Book 5 - Blending and Segmenting Sounds</b> | 2-15, 16-30, 31-50, 51-60, 61-73, 74-80  |
| <b>More Primary Phonics Book 6 - Blending and Segmenting 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  |

- Cross-checks **visual, structural, and meaning** cues to figure out unknown words.

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

- Develops vocabulary by **reading independently and listening to and discussing both familiar** and conceptually challenging selections.

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

- Uses a **variety of strategies** to comprehend text.

|                                   |             |
|-----------------------------------|-------------|
| <b>Thinking About Mac and Tab</b> | Books 1 - 5 |
|-----------------------------------|-------------|

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- Reads aloud with **fluency and expression** from developmentally appropriate material.

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

**Literature Standard 1:** The student understands the common features of a variety of literary forms.

LA.E.1.1.2 The student identifies the story elements of **setting, plot, character, problem, and solution/resolution.**

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

### ***Kindergarten Standards***

Literature

Knows the sequence of events, characters, and settings of stories

### *Grade 1 Standards*

Literature

- Knows **beginning, middle, and end** of a story
- Knows **main characters, setting, and simple plot** in a story

|  |                        |
|--|------------------------|
| <b>Thinking About Mac and Tab 1</b> Identify | 10, 12, 14, 16, 18, 20 |
|--|------------------------|



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

**Grade 2 Standards**

Literature

- Extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments, and tasks.

*General Language Arts Standards (3 – 5)*

**Reading Standard 1:**The student uses the reading process effectively.

LA.A.1.2.2. Selects from a variety of simple strategies, including the use of **phonics, word structure, context clues**, self-questioning, confirming simple predictions, **retelling, and using visual cues**, to identify words and construct meaning from various texts, illustrations, graphics, and charts.

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|

**Reading Standard 2:**The student constructs meaning from a wide range of texts.

LA.A.2.2.1. **Reads text and determines the main idea or essential message**, identifies **relevant supporting details and facts**, and arranges events in **chronological order**.

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| <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 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>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  |

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

*Grade 3 Standards*

Reading

- Uses text features to **predict content** and monitor comprehension (for example, uses table of contents, indexes, captions, **illustrations**, key words, preview text)

|  |  |
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| <b>Thinking About Mac and Tab 1</b> Use Picture Clues to Understand Text | 10, 12, 14, 16, 18, 20, 4 (Teacher’s Guide), 6 (Teacher’s Guide), 8 (Teacher’s Guide), 9 (Teacher’s Guide), 10 (Teacher’s Guide) |
| <b>Thinking About Mac and Tab 2</b> Use Picture to Make Predictions      | 15 (Teacher’s Guide), 17 (Teacher’s Guide)   |
| <b>Thinking About Mac and Tab 3</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21   |
| <b>Thinking About Mac and Tab 4</b> Use Picture Clues to Understand Text | 12, 15, 17, 19, 21, (40 (Teacher’s Guide)  |
| <b>Thinking About Mac and Tab 5</b> Use Picture Clues to Understand Text | 13, 15, 17, 19, 21, 44 (Teacher’s Guide)   |

- Uses decoding strategies to clarify pronunciation (for example, **less common vowel patterns**, homophones).

|  |  |
|--|--|
| <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          |

|  |  |
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|  | Storybook (Set 5) A Cow in Town<br>Storybook (Set 5), The Mouse House<br>Storybook (Set 5) |
| <b>Primary Phonics Book 6 – Diphthongs</b> | 24-25, 26-31, 32-37, 49-50, 56-61, 64  |

- Uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including **synonyms, antonyms**, and homophones.

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| <b>Thinking About Mac and Tab 1</b><br>Synonyms and Antonyms | 5 (Teacher’s Guide), 9 (Teacher’s Guide) |
|--|--|

Thinking About Mac and Tab

***General Language Arts Standards (Pre K – 2)***

**Reading Standard 1:**The student uses the reading process effectively.

LA.A.1.1.4. Increases comprehension by rereading, retelling, and discussion

**Reading Standard 2:**The student constructs meaning from a wide range of texts.

LA.A.2.1.1. Determines the main idea of essential message from text and identifies supporting information

***Kindergarten Standards***

Reading

- Uses **strategies to comprehend text**

|                                   |             |
|-----------------------------------|-------------|
| <b>Thinking About Mac and Tab</b> | Books 1 - 5 |
|-----------------------------------|-------------|

- Knows the **main or essential message** from a read-aloud story or informational piece.

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| <b>Thinking About Mac and Tab 1</b><br>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><br>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>   | 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-   |

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| Understand Explicit and Implicit Ideas  | 17, 18-19, 20-21, 4-13, 24-33 (Teacher's Guide)                                       |
| <b>Thinking About Mac and Tab 4</b><br>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><br>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 1 Standards*

Reading

- Uses a variety of strategies to comprehend text
- Knows the **main idea or theme and supporting details** of a story or informational piece.

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| <b>Thinking About Mac and Tab 1</b><br>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><br>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><br>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><br>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><br>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)       |

- Uses **specific details and information** from a text to answer **literal questions**.

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| <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) |

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|  |   |
| <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) |

- Makes **inferences based** on text and prior knowledge.

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| <b>Thinking About Mac and Tab 1</b><br>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><br>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><br>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><br>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><br>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 2 Standards*

Reading

- Uses a **variety of strategies** to comprehend text.

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|-----------------------------------|-------------|
| <b>Thinking About Mac and Tab</b> | Books 1 - 5 |
|-----------------------------------|-------------|

- **Summarizes information in texts.**
- **Uses specific ideas, details, and information from text to answer literal questions.**

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| <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) |

**Literature Standard 1:** The student understands the common features of a variety of literary forms.

LA.E.1.1.2 The student identifies the story elements of **setting, plot, character, problem, and solution/resolution.**

***Kindergarten Standards***

Literature

Knows the **sequence of events, characters, and setting of stories.**

***Grade 1 Standards***

Literature

- Knows **main characters, setting, and simple plot** in a story.
- **Identifies problem(s) and solution(s) in a story.**

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|---|------------------------|
| <b>Thinking About Mac and Tab 1</b> Identify Story Elements | 10, 12, 14, 16, 18, 20 |
|   |                        |

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| <b>Thinking About Mac and Tab 2</b> Identify Story Elements | 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher's Guide) |
| <b>Thinking About Mac and Tab 3</b> Identify Story Elements | 2, 4, 6, 8, 10, 24 (Teacher's Guide)                  |
| <b>Thinking About Mac and Tab 4</b> Identify Story Elements | 2, 4, 6, 8, 10, 43 (Teacher's Guide)                  |
| <b>Thinking About Mac and Tab 5</b> Identify Story Elements | 2, 4, 6, 8, 10, 44-53 (Teacher's Guide)               |

*Grade 2 Standards*

Literature

- Extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments and tasks.

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| <b>Thinking About Mac and Tab 1</b> Identify Story Elements | 10, 12, 14, 16, 18, 20                                |
| <b>Thinking About Mac and Tab 2</b> Identify Story Elements | 4, 6, 8, 10, 12, 14, 16, 18, 20, 16 (Teacher's Guide) |
| <b>Thinking About Mac and Tab 3</b> Identify Story Elements | 2, 4, 6, 8, 10, 24 (Teacher's Guide)                  |
| <b>Thinking About Mac and Tab 4</b> Identify Story Elements | 2, 4, 6, 8, 10, 43 (Teacher's Guide)                  |
| <b>Thinking About Mac and Tab 5</b> Identify Story Elements | 2, 4, 6, 8, 10, 44-53 (Teacher's Guide)               |

*General Language Arts Standards (3 – 5)*

**Reading Standard 1:**The student uses the reading process effectively.



LA.A.1.2.2. Selects from a variety of simple strategies, including the use of **phonics, word structure, context clues**, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.

LA.A.1.2.4. Clarifies understanding by **rereading, self-correction**, summarizing, checking other sources, and class or group discussion.

|                                       |                           |
|---------------------------------------|---------------------------|
| <b>All Primary Phonics Storybooks</b> | (5 sets of 10 Storybooks) |
|---------------------------------------|---------------------------|